IDAHO STATE LIBRARY

RECOMMENDATIONS
FOR

STATEWIDE
CONTINUING EDUCATION PLAN
2003-2006

6/19/03

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Idaho State Library

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EXECUTIVE SUMMARY

In early 2003, the Idaho State Library contracted with a consultant to develop the *Statewide Continuing Education Plan 2003-2006.* The consultant gathered data about current services and future needs through key informant interviews, an online survey, and seven focus groups held around the state.

Key Findings:
1. Idaho library staff and trustees are quite satisfied with the ISL CE program.
2. Topic, location, cost, and coverage are the most common factors that people consider when deciding whether or not to attend training.
3. Most library staff and trustees are comfortable attending training programs presented in a variety of formats.
4. Library staff and trustees expect that training will be practical, adaptable for use at the local level, and easily shared with their colleagues. They also want training that provides new or improved skills and provides an opportunity to talk to their colleagues.
5. Most library staff and trustees do not believe that any group should receive priority in ISL training program design or delivery.
6. The most requested topics were library management, technology, personal development, and services and programs.

Process Recommendations:
1. ISL staff should develop an annual CE calendar that focuses on a limited number of intended outcomes for each target audience.
2. ISL staff should be encouraged to develop multi-level, interconnected training programs on specified training topics.
3. Training programs on the same topic that are designed for different audiences should be coordinated and linked whenever possible.
4. All ISL staff should work together to connect the training programs presented by ISL with the consulting services offered by the field consultants.
5. Training programs should be practical and include materials that are easily adaptable for use in local libraries.
6. ISL staff should develop a single template to be used to plan and publicize workshops and training programs.
7. ISL staff should use a variety of methods to deliver training.

Content Recommendations:
Target Audience: Library directors and managers
   Priority Training Topics: Management skills and political skills
Target Audience: Frontline library staff
   Priority Training Topics: Technology skills, personal development, and library programs and services
Target Audience: School librarians
   Priority Training Topics: LiLI and using *Information Power* to improve services
Target Audience: Public library trustees
   Priority Training Topics: Legal responsibilities, policy development, politics/advocacy, and library trends.

INTRODUCTION

The Idaho State Library assists libraries to build
the capacity to better serve their clientele.
-- Idaho State Library Mission Statement

The Idaho State Library (ISL) provides a variety of programs and services intended to *assist libraries to build capacity to serve their clientele*. Those services include the ISL continuing education (CE) program, which is one of the most complete CE programs in the country:

- ISL has a full-time position that is responsible for coordinating and providing statewide CE.

- The ISL Continuing Education Consultant plans and presents an annual summer training institute for library staff from all over the state.

- ISL staff work with librarians around the state to complete a CE needs assessment and planning process every three years.

The Idaho State Library recently selected a new Continuing Education Consultant and staff decided it would useful to have an external consultant assess the current CE program and develop recommendations for the next three years. ISL issued a Request for Proposal (RFP) in early 2003 and Sandra Nelson was selected as the consultant to complete the *Statewide Continuing Education Plan 2003-2006*.

Her proposal started from the assumption that the *Statewide Continuing Education Plan 2003-2006* would be building on a strong existing program and that the real challenge for ISL over the next three years would be to maintain the quality of the CE program in an environment of continuous and pervasive change. That would require a CE plan that was flexible and responsive to the evolving needs of the librarians in Idaho.

The most effective way to ensure that any service organization remains flexible and responsive is to involve customers in all strategic planning efforts. The primary customers for ISL continuing education programs are library staff members in all job classifications and working in all types of libraries in Idaho. All of these library staff members were given an opportunity to be involved in planning for future CE programs and services by participating in one or more of the three data collection processes used in the planning process: key informant interviews, surveys, and focus groups.

Data Collection

Data collection began in March when the consultant interviewed nine library directors from around the state. The directors included a university librarian, a school-library media center librarian, a branch librarian, several librarians from small public libraries, two district librarians, and a representative from the Idaho Library Association. These interviews provided the consultant with a variety of

practitioners' points of view about the state of continuing education in Idaho in general and about the ISL CE program in particular. A copy of the questions used in these interviews can be found in Appendix D1 "Key Informant Interview Questions: Directors."

The consultant used the information she obtained through the key informant interviews to develop a continuing education survey instrument. ISL technical staff converted the survey instrument to a Web-based survey format and added it to the ISL Web-site. The online survey was available to be completed by any interested Idaho library staff member or trustee throughout most of the month of April. A total of 227 people completed the survey. Staff from all types of libraries participated: 114 (50%) from public libraries, 75 (33%) from school libraries, 25 (11%) from academic libraries, 7 (3%) from special libraries and 6 (2.6%) from school/public libraries. Copies of the survey responses can be found in Appendix A. The composite responses are available in Appendix A1. The responses by type of library are available in Appendices A2 through A6.

The data from the surveys were tabulated in early May and provided valuable information about the effectiveness of past CE programs, the factors that people consider when deciding whether or not to attend CE programs, and the needs and expectations people bring with them to training programs. The data also provided some insight into the types of CE programs the respondents would like to attend in the future. However, experience has shown that it is often difficult for library staff members to answer the question: "What will you need to know to do your job more effectively?" Not unreasonably, most staff concentrate on the recent past when identifying gaps in their knowledge. That means that CE surveys almost always get a lot of data about what the respondent's CE need was, a little data about what the current CE needs are, and virtually no information about what the CE needs will be next year or the year after. Focus groups provide a much more effective way to gather information about future needs.

The consultant facilitated seven focus groups around the state in May to gather data about future CE needs. The focus groups were structured around a discussion of how the services and programs that library staff will be providing in the future will differ from current services and programs. Participants were then asked to identify the skills that would be needed to offer the new services and how they expected to learn those skills. Finally participants were asked to identify the barriers that kept them from getting the training they needed and to suggest ways to overcome those barriers. Copies of the reports from the seven focus groups can be found in Appendix C.

ISL staff were allowed to attend the focus group discussions but were asked not to participate. ISL staff were given a chance to express their views about statewide CE during individual phone interviews with the consultant in early June. The information gained during these interviews provided a broad perspective on the CE needs of Idaho library staff. Most library staff can only speak about their own circumstances and the circumstances of other staff in their own libraries. ISL consultants work with staff from libraries of all types across the state. That gives

them a sense of "the big picture," a critical element in any strategic planning initiative. A copy of the questions used in these interviews can be found in Appendix D2 "Key Informant Interview Questions: ISL Consultants."

The consultant had one other source of information about CE services in Idaho: Marj Hooper, the CE Consultant. Ms. Hooper has worked with Idaho libraries for many years and has had extensive experience designing and delivering training programs to staff in all types of libraries. Ms. Hooper attended all of the focus groups and reviewed early drafts of this report. Her insights were always valuable.

Stakeholders

There are three types of stakeholders in the Idaho State Library's continuing education program: administrative stakeholders, indirect stakeholders, and direct stakeholders.

<u>Administrative Stakeholders</u>

   The administrative stakeholders include all of the members of the groups that make decisions that affect the continuing education program: the members of the State Library Board and the State Library Management Team, the State Governor and members of the legislature, the staff from federal Institute for Museum and Library Services (IMLS), the members of Congress, and the President.

<u>Indirect Stakeholders</u>

   The indirect stakeholders are all of the people in Idaho who use the services of one or more libraries in the state. Their perception of the quality and value of the library services they receive has a significant influence on the administrative stakeholders. Obviously, well-trained staff are an integral component of providing high-quality library services.

<u>Direct Stakeholders</u>

   There are two groups of direct stakeholders in the Idaho State Library's continuing education program: library staff and public library trustees. The first group includes all of the staff in all of the libraries (public, school, academic, and special) that serve Idaho residents. These staff stakeholders are subdivided by job classification or duties: directors, managers, frontline staff, school library media center librarians, paraprofessionals, media specialists, technical services staff, technology support staff, etc. The second group of stakeholders includes the elected trustees who are responsible for managing Idaho's public library.

This plan focuses almost exclusively on identifying and meeting the needs of the direct stakeholders in the ISL CE program. As noted above, the indirect stakeholders will be the recipients of any service improvements that result from ISL training. If they are happy with the services they receive, the indirect stakeholders will influence the administrative stakeholders to continue to support the program.

FINDINGS

Satisfaction with ISL Training

The survey data and focus group results provide consistent evidence that Idaho library staff members are quite satisfied with the ISL CE program. The first two questions on the survey addressed the respondents' overall satisfaction with the ISL CE program and the quality of the ISL training programs that the respondents had attended. The third question asked the respondents to rate the quality of CE offerings provided by other groups in Idaho. The answers indicated that the respondents were very positive about the ISL CE program and that the training provided by ISL staff was perceived as being better than training provided by staff from other groups. The *General Comments* (see Appendix B2) section of the survey reinforced the positive message sent through the responses to questions 1, 2, and 3 of the survey.

Current Conditions

Fifty-seven percent of the people who answered question 1 on the CE survey said that they were "very satisfied" with the workshops and other continuing education programs provided the by the Idaho State Library. Another 30% reported that they were "somewhat satisfied" with the ISL CE programs. Taken together, that means that an impressive 87% of the respondents have positive attitudes about the State Library's CE offerings. Only 4% of the respondents indicated that they were "somewhat unsatisfied" or "very unsatisfied" with ISL CE programs (9% did not answer this question).

Table 1: Question 1

	Very Satisfied	Somewhat Satisfied	Somewhat Unsatisfied	Very Unsatisfied	No Opinion
All	57%	30%	3%	1%	9%
Public	63%	27%	4%	1%	4%
School	56%	35%	3%	0	8%
Academic	32%	32%	4%	0	32%

The responses to question 1 from people working in different types of libraries were very consistent, as can be seen in Table 1.[*] The only real variance was in the "No Opinion" responses; a greater proportion of academic librarians responded in that way than did respondents in other groups. This is probably explained by the fact that 44% of the respondents from academic libraries had not attended a workshop or continuing education program presented by ISL staff in the past year.

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[*] There were only seven responses from people working in special libraries and six responses from people working in school/public libraries. That is too few responses to provide statistically meaningful data from those two types of libraries. Therefore, the responses from special libraries and school/public libraries have not been included in the tables that provide detailed information about responses by type of library. The responses from special and school libraries were, of course, included in the composite responses reported as "All." Detailed responses from special library staff can be found in Appendix B5 and from school/public library staff in Appendix B6.

Seventy percent of the people who answered question 2 on the survey had attended a workshop presented by ISL staff in the past year and 81% of those people rated the programs they attended as "excellent" ("one," "two," or "three" on a scale of one to ten with "one" indicating excellent training and "ten" indicating very poor training). Again, the responses by type of library were very similar to the total responses.

Table 2: Question 2

	Attended ISL Training?		Excellent	OK	Very Poor	NA
	Yes	No	1,2,3	4,5,6,7	8,9,10	
All	70%	30%	81%	18%	0	1%
Public	75%	25%	82%	18%	0	0
School	68%	34%	78%	18%	0	4%
Academic	56%	44%	86%	14%	0	0

In contrast, 69% of the respondents had attended a continuing education program presented by staff from groups other than ISL (BCR, OCLC Western, online database vendors, etc.) but only 67% of those attendees rated the programs as "excellent."

Table 3: Question 3

	Attended Other Training?		Excellent	OK	Very Poor	NA
	Yes	No	1,2,3	4,5,6,7	8,9,10	
All	69%	30%	67%	29%	4%	1%
Public	73%	26%	62%	35%	5%	0
School	61%	39%	75%	22%	0	2%
Academic	80%	20%	75%	25%	0	0

The only real variation by type of library to question 3 occurred in the school library responses. Respondents from school libraries considered the quality of ISL workshops they had attended to be very similar to the quality of workshops presented by other groups. Seventy-eight percent of school librarians rated programs presented by ISL staff as "excellent" and 75% of them gave programs provided by staff from other groups the same rating. This contrasts with public library respondents and academic library respondents, who found the differences to be greater.

Many of the survey respondents who took the time to complete the *General Comments* section of the survey wanted to make it clear that that they valued the ISL program. This was particularly true of public library staff members. A total of 73 people (32% of the total number of respondents) provided comments: 40 (55%) from public libraries, 25 (34%) from school libraries, 5 (7%) from academic libraries, 2 (3%) from special libraries and 1 (1%) from a school-public library.
Forty-nine (67%) of the 73 comments were very positive. For example:
- *Thank you for all that you do.*
- *I love the way you train!*
- *I think you are doing a great job with limited resources!*

- *The programs and resources are excellent.*
- *Enjoyed and learned much from all I have attended.*
- *Programs are always well-planned and conducted by efficient, well-informed people.*

Eighteen (25%) of the 73 comments were just that – comments. For example:
- *Keep offering beginning classes…*
- *Sorry, I am still too new to know.*
- *I have trouble getting to early morning meetings.*

Only 6 (8%) of the 73 comments could be interpreted as negative, and they were far from scathing. For example:
- *The teleconferences are not given to practical information and are too long.*
- *I have been looking for workshops specifically on cataloging issues and have had to travel out of state to find any.*
- *As a hands-on learner, I really would have liked to have the Big Chalk training in a computer lab… I felt the trainer was too tired or too bored and did not do well.*

Needs

1. Increase attendance at ISL training programs. Thirty percent of the respondents had not attended an ISL training program in the past year and that percent is higher for school (34%) and academic librarians (44%).

2. Continue to focus on the quality of the programs offered. Although the vast majority of respondents considered the ISL training to be "good" or "excellent," maintaining a high level of quality requires constant effort.

3. The *General Comments* section included two useful suggestions: provide for both basic and advanced training in various subjects and provide a mechanism for CE credits for school librarians to support the recertification requirements.

Factors Affecting Attendance/Barriers to Attendance

There are a variety of factors that people consider when deciding whether or not to attend a training program. They include personal issues such as lack of time or no interest in the topic or speaker. They also include external factors such as the support – or lack of support – from one's supervisor, coverage in the library, the length of the program, or location of the program. The survey respondents identified factors in both categories as major factors in their decisions about workshop attendance, and the focus group participants reinforced the survey findings.

Current Conditions

An overwhelming 89% of the survey respondents who answered question 5 said that the most important factor that affected their decision to attend a training

program was the topic of the program. The second most important factor was the location of the program (56%), and the third most important factor was a tie between cost of the program (47%) and staff coverage/ internal staffing constraints (47%). The type of library in which the respondent worked didn't have an affect on the perceived importance of the factors; responses from type of library showed similar patterns.

The most interesting variation was from the staff from academic libraries. Almost half of those respondents ranked "My boss/board will not let me attend" as the second most important factor in deciding whether or not to attend a training program. This is probably because only 16% of the respondents from academic libraries were library directors; 64% were front-line staff members, paraprofessionals, technical services staff, or electronic resources staff. It is also interesting to note the relatively high importance that school library staff place on the intended audience of the program. They would appear to be less likely than staff from other libraries to attend a program not marketed specifically to them.

Table 4: Question 5

	Topic	Location	Cost	Coverage	Boss Wants	Other
All	89% (1)	56% (2)	47% (3)	47% (4)	44% (5)	
Public	89% (1)	59% (2)	59% (2)	54% (4)	51% (5)	
School	91% (1)	63% (2)	51% (3)	43% (5)	29% (6)	*45% (4)
Academic	88% (1)	44% (3)	24% (4)	24% (4)	24% (4)	**48% (2)

    * Intended audience
    ** Boss/board will not let me attend

The focus groups participants approached the discussion of the factors that affect workshop attendance from a slightly different angle. Rather than discussing the factors that affected their decision to attend training, they were asked specifically to identify the barriers that kept them from attending training programs. Many of the same factors emerged during the seven focus groups: lack of time (discussed in 6 of 7 groups), lack of money (5 of 7), lack of support from library boards or city councils (5 of 7), and location (4 of 7). Four of the focus groups also discussed the fact that many staff lack the basic information or skills needed to able to understand or take advantage of training (for instance, there is no point in sending a staff member who can't use a computer to LiLI training).

Location was identified as a serious issue by both the survey respondents and the focus group participants. There were two questions on the survey relating specifically to the location of training programs. Question 9 asked people to indicate how far they were willing to drive for a program that was of moderate interest to them. Question 10 asked people to indicate how far they were willing to drive for a program that was extremely interesting to them. The responses were revealing and indicated that most people in the state have a clear understanding of the geographic barriers that make determining training locations so challenging. Sixty-four percent of the respondents were willing to drive an hour or less to attend a program that was of moderate interest to them and only 6% were willing to drive for 2.5 or more hours for such a program. In

contrast, 59% of the respondents were willing to drive 2.5 hours or more hours for a program that was extremely interesting to them. Again, the responses were reasonably consistent no matter what type of library the respondent worked in.

Needs

1. It is critical that each continuing education program be marketed effectively. Prospective attendees need to have a clear understanding of the topic and the intended audience in order to make an informed decision about attendance.

2. Coverage is a serious issue for many of the people who responded to the survey and for those who participated in the focus groups. Library managers need to have sufficient advance notice about the training that will be presented by ISL to arrange schedules appropriately. The advance notice has to include information about all of the training programs being presented in a six-month or one-year period. That will allow managers to make arrangements to send the appropriate people to each training program.

3. It appears that few Idaho libraries have allocated any money or any specific amount of staff time for training. Library trustees and directors need to be more aware of the need for ongoing training and must provide the resources to support that training.

4. Few people are willing to drive more than an hour for routine training. That means that ISL staff might have to present the same program 10-12 times to reach all of the intended audience, which is unlikely because of both cost and time restraints at ISL.   ISL staff need to identify new ways of delivering training that will make it easier for people to participate.

Preferred Formats

There are many formats available today that can be used to deliver training programs and workshops. The most common are face-to-face lecture, face-to-face interactive training (small group work, etc), face-to-face hands-on training (computer labs, etc.), Web-based training, teleconference, and video training.

Current Conditions

It is clear from the responses to survey questions 6 and 7 that most Idaho librarians feel comfortable attending training programs presented in a variety of formats. Face-to-face training with a hands-on component was by far the most popular (87%) but all face-to-face training was popular. The only two formats that received a significant number of negative votes were teleconferences (30% of the respondents said they disliked them) and video training (28% of the respondents disliked this format.)

1. Most technical training needs to be provided in computer labs to allow the participants to actually use the technology being discussed. It is very difficult to explain software or hardware without letting the learner have hands-on experience. Unfortunately, most computer labs are in schools and colleges and can only be used when students are not present. That normally means late afternoon, evenings, weekends, and summer. These are not ideal training times for library staff members.

2. National teleconferences have not been effective and if ISL decides to use teleconferencing as a way of delivering state-produced programs, the programs are going to have be designed and marketed very carefully.

3. ISL staff will need to stay aware of advances in Web-based training and be able to help library staff take advantage of such training.

Needs and Expectations

One of the most interesting questions on the survey was question 8, which was intended to determine what needs and expectations people had when they attended training programs. The choices were a mix of content elements (topical information, new technology, trends, library skills, etc.) and process issues (practical information, materials that can be shared with others, materials that can be easily adapted, etc.).

Current Conditions

The top three responses to question 8 were all process elements: "practical information I can use when I return to my library" (80%), "information that can be easily adapted to meet the unique conditions in my library" (62%), and "materials I can share with others in my library" (59%). "The opportunity to talk to other librarians in Idaho" (53%) ranked above every content element except the general "new or improved library skills" (58%).

As can be seen in Table 5 the responses were reasonably consistent by type of library. The only major difference was the inclusion of "information on new technologies" in the top five selections by academic librarians.

Table 5: Question 8

	Practical	Adaptable	Info. to Share	New Skills	Talk to Other Lib.	Other
All	80% (1)	62% (2)	59% (3)	58% (4)	53% (5)	
Public	85% (1)	68% (2)	64% (3)	63% (3)	57% (5)	
School	79% (1)	64% (2)	57% (4)	63% (3)	57% (4)	
Academic	68% (1)	40% (4)	52% (3)	32% (4)	28% (6)	*52% (2)

      * Information on new technologies

Needs

1. All training programs need to be practical and to-the-point. Library staff in Idaho are not interested in theoretical discussions or academic presentations.

2. People who design and present training programs for ISL need to understand that the program participants will want to share what they learn with their colleagues.

3. People who design and present training programs for ISL need to be encouraged to provide time for participants to talk to each other.

Target Audience Priorities

ISL has limited resources for continuing education and is currently trying to provide training for staff working in all types of libraries in the state and for library trustees. In the past several years, ISL has put more energy into training for school library media center personnel, with a focus on LiLI training and other networking services. At the same time, ISL has continued to provide extensive training opportunities for public library staff members.

Current Conditions

In question 11 respondents were asked if some of the target audiences for library training were more important than others, and if they answered yes, they were asked to identify the audiences that should be given priority. Only 36% of all of the respondents believed that one or more audiences should receive priority and they were divided as to who should receive preferential treatment: 80% said public librarians, 63% said school librarians, and 30% said trustees. Comparing school, public and academic library responses with the responses from all survey participants is interesting, as can be seen in Table 6.

Table 6: Question 11

	Some Libraries Have Priority?		Which Libraries? (Could select more than one type)			
	Yes	No	School	Public	Trustee	Other
All	36%	61%	63%	80%	30%	19%
Public	36%	61%	44%	98%	39%	20%
School	41%	59%	87%	52%	13%	28%
Academic	28%	68%	71%	100%	43%	0

This is one of the few instances in the survey when the responses from people working in different types of libraries were significantly different. Not surprisingly, those respondents who thought that one or more groups should have priority often thought the group to which they belong should be the one to receive that priority.

Needs

1. ISL staff need to have a CE plan for each target audience served by ISL. The CE plans should be made available to the members of the applicable target audience.

Workshop Topics

In question 5 of the survey, respondents were asked to identify the most important factors that affected their decision to attend a workshop or training programs. The *topic* of the workshop was by far the most important factor, selected by around 90% of the respondents from each of the types of libraries included in the survey (see Table 4 above). That would seem to make it clear that to attract an audience, workshop topics need to be current, relevant, and of interest to potential attendees.

<u>Current Conditions</u>

Question 12 was an open-ended question that asked respondents to "list the topics of five training programs you would attend if you could." A total of 143 (63%) of the 227 survey respondents answered the question and among them they suggested 542 training topics. Because the respondents were asked to provide suggestions in their own words, the responses were extremely varied. The consultant reviewed all of the responses and identified fifteen broad categories that included all of the suggested topics (see Table 7.) In most cases, the consultant also identified the sub-topics included in each of the fifteen general categories. The list of general topics and sub-topics can be found in Appendix B1.

The focus group participants also addressed the issue of training topics, although the approach used was quite different than that used in the survey. The focus group participants worked through a series of questions to identify the types of services that libraries would be offering in the future. They were then asked to describe the skills that staff would need to provide those services.

Table 7: Question 12 and Focus Group Responses

	All	Public	School	Academic	Focus Groups	
Total number of suggestions	542*	294	170	57	173**	7 groups
Management	20% (1)	25% (1)	12% (4)	19% (1)	35 (2)	7/7 (1)
Technology	17% (2)	16% (2)	16% (2)	19% (1)	28 (3)	7/7 (1)
Services and Programs	12% (3)	15% (3)	8% (6)	5% (6)		3/7 (7)
Cataloging/processing	8% (4)	6% (5)	10% (5)	16% (3)		3/7 (7)
Personal development	8% (4)	10% (4)	5% (7)	7% (5)	50 (1)	7/7 (1)
Collection management	7% (6)	4% (8)	15% (3)	5% (6)		5/7 (5)
School library issues	6% (7)	0	22% (1)	0		2/7 (12)
Reference coll. and serv.	4% (8)	5% (6)	5% (7)	12% (4)		5/7 (5)
Partnerships	3% (9)	5% (6)	4% (9)	5% (6)		3/7 (7)
Facilities and equipment	3% (9)	3% (10)	3% (10)	4% (9)		3/7 (7)
Marketing	3% (9)	4% (8)	0	2% (11)		6/7 (4)
Advocacy	2% (12)	2% (11)	1% (11)	2% (11)		3/7 (7)
Trends	1% (12)	1% (13)	1% (11)	4 (10)		1/7 (14)
Trustee training	1% (12)	2% (11)	0	0		2/7 (13)
Summer Institute***	>1% (15)	1% (13)	0	0		0

*Includes 11 responses from special libraries and 10 from school/public libraries.
**All of the topics with no numbers were mentioned fewer than 10 times.
***This doesn't really belong on this list. The Institute is a delivery method and not a topic.

The focus group data are presented two ways in the final two columns in Table 7. The first focus group column presents data about the total number of times a specific topic was mentioned during all seven focus groups. These numbers should be considered to be indicators and not absolutes. The nature of focus group discussions and recording makes it difficult to quantify the results. However, it is important to note that the top three topics were mentioned much more frequently than any of the other topics within each of the focus groups; all of the remaining topics were mentioned less than 10 times. The second focus groups column shows the number of focus groups in which the topic was mentioned at all. There were seven focus groups, so "7/7" indicates that the topic came up in all seven focus groups, while "1/7" indicates that the topic was only discussed in one focus group.

The biggest difference between the data from the survey and the data from the focus groups was the emphasis focus group participants placed on "personal development" training topics. These include communications, presentation techniques, productivity, stress management, time management, train-the-trainer skills, and dealing with diversity. The issue of diversity was particularly important to many focus group members as most expect to see their community demographics changing rapidly over the next five year.

Three of the focus groups spent a lot of time discussing advocacy, political skills, and the importance of developing partnerships in the community. Although these topics were not discussed in a majority of the focus groups, building skills in these areas could have a significant impact on Idaho libraries in the future.

<u>Needs</u>

1. ISL staff need to identify priority topics for training for each target audience.

2. ISL training priorities need to reflect the survey and focus group results: management, technology, and personal development programs should be given priority for general audiences.

3. All training plans should include intended outcomes.

4. Training programs on similar topics (e.g. budgeting and planning) should be explicitly linked so that participants learn to see inter-relationships.

RECOMMENDATIONS

The recommendations section of this report has been divided into two parts. The first part addresses process issues: development and design, marketing, delivery mechanisms, etc. Each process recommendation is followed by a list of the activities necessary to accomplish the recommendation, a list of the types of resources that will be required, and measures that might be used to determine if the recommendation was implemented. The process measures are by necessity a combination of input and output measures.

The second part of this section of the report addresses specific content issues. This part is organized by target audience. Some target audiences have been defined by job classification; others have been defined by type of library. Each target audience includes a list of priority training topics, suggested delivery methods, intended outcomes, and suggested measures. The content measures include both output and outcome measures.

Process Recommendations

1. ISL staff should develop an annual CE plan that focuses on a limited number of intended outcomes for each target audience. The training programs to be included in the annual plan should be reviewed and approved by a committee of ISL staff [and library staff – this is open for discussion] convened for that purpose. The approved programs should be scheduled on an annual Continuing Education Calendar that is updated regularly.

   Activities:
   1. During the winter and early spring of each year the CE Consultant will work with others to identify target audiences and intended outcomes for CE programs for the following year.
   2. During the early spring of each year ISL staff will develop preliminary plans for CE programs for the coming year.
   2. In the spring of each year the CE committee will meet and select the programs to be presented during the coming year.
   3. The CE Consultant will schedule the agreed upon programs and make arrangements to have the CE calendar posted on the ISL Web site.
   4. At least three months lead-time will be required to change or add to the CE calendar.

   Resources Required:
   1. Staff planning time.
   2. Web space.

   Suggested Measures:
   1. Annual CE calendar is available on July 1 of each year.
   2. Ninety percent of all changes or additions to the annual calendar are made at least three months before the changed or added program is to be presented.

3. Eighty-five percent of the respondents on a CE survey in 2006 say that they had sufficient notice about upcoming CE programs.
4. The total number of people attending ISL sponsored CE programs annually will increase.

2. ISL staff should be encouraged to develop multi-level, interconnected training programs on specified training topics. The first level would be a basic overview of the topic, the next level could provide more in-depth information about a part or all of the topic, and the following level could explore components of the topic in more depth. For instance, a series of programs on personnel issues might begin with an overview of personnel issues in libraries and a presentation of applicable state and national laws. The intermediate level of training might include a program that presents an overview of the issues to consider when hiring, supervising, and firing employees. The advanced level might include programs on writing job descriptions, motivation, progressive discipline, etc.

   Activities:

   1. Identify the topics to be developed.
   2. Identify the information to be included in basic, intermediate, and advanced training on the topic and design the programs.
   3. Determine what pre-requisites, if any, will be required for registration in intermediate and advanced programs.
   4. Staff will work with the CE Consultant to develop a marketing plan to inform potential attendees about the three levels of programs that will be available and the pre-requisites, if any.
   5. Deliver the basic programs.
   6. Staff will work with the CE Consultant to modify plans for intermediate and advanced programs if necessary based on learner response to the basic program.

   Resources Required:

   1. Staff time.
   2. Optional: Money to hire an outside specialist to help with design.

   Suggested Measures:

   1. At least 75% of the people who respond to a CE survey in 2006 will indicate that they are aware that ISL offers basic, intermediate, and advanced CE programs on some topics.
   2. A minimum of 50% of the people who attend a basic level program will attend at least one intermediate program on the same topic.
   3. A minimum of 50% of the people who attend an intermediate level program will attend at least one advanced level program on the same topic.

3. Training programs on the same topic designed for different audiences should be coordinated and linked whenever possible. For instance, a program for public library managers on "Practical Politics: How Things Work in the Real World"

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might include a 10-15 minute video on the same topic intended for library trustees. The managers could review and discuss the video during their training program and then be ready to use it at the next meeting of the library trustees in their home libraries.

Activities:
1. Identify topics that are of interest to multiple target audiences.
2. Determine how the training programs for the various target audiences could be linked.
3. Design and deliver programs.

Resources Required:
1. Staff time.
2. Optional: Money to hire an outside specialist to help with design.

Suggested Measures:
1. ____% of the participants who attend a training program that includes materials intended to be used with another audience will actually follow through and use the materials.
2. ____% of the participants who use linked training materials will say that the materials were "effective" or "very effective."
3. At least one training program for multiple audiences that includes links between those audiences will be developed each year.

4. All ISL staff should work together to connect the training programs presented by ISL with the consulting services offered by the three field consultants. This is particularly important in those areas in which multi-level, interconnected training programs are being designed and presented and in the workshops in which programs for multiple audiences are linked (see #2 and #3 above).

Activities:
1. ISL Library Development staff will discuss the overall CE program in the context of the consulting services being requested from the librarians in the field. The annual CE program will be designed to be responsive to the concerns of library staff.
2. Field consultants will stay informed about the content of all workshops being presented.
3. Field consultants will collaborate with workshop designers to identify consultant services that could support the intended training outcomes.

Resources Required:
1. Staff time.

Suggested Measures:
1. Field consultants will provide consulting assistance in areas covered in training programs to at least ____ libraries each year.

2. Libraries that receive consulting assistance in areas covered by training programs will be more likely than other libraries to attain the intended outcomes of the workshop.

5. Training programs should be practical and include materials that are easily adaptable for use in local libraries. Training programs should include written materials that are clear enough to be shared with staff who do not attend the program. Copies of all handouts should be available on the ISL Web site.

   Activities:

   1. Staff who design training programs will focus on providing practical information that can be used in many different library settings.
   2. Staff will develop easy to read and use printed materials to support each training program.
   3. Include questions about the practicality of the information in the training program and the usability of the handouts on the training program evaluation form.
   4. Post handouts (in Adobe Acrobat PDF format) for each training program on the ISL Web site within 48 hours of the program and leave them there for at least six weeks.

   Resources Required:

   1. Staff time.
   2. Adobe Acrobat PDF software.
   3. Web space.

   Suggested Measures:

   1. At least 80% of the people who attend training programs presented by ISL staff will indicate that they thought the information was practical and usable in their own libraries.
   2. At least 80% of the people who attend training programs presented by ISL staff will indicate that they thought the handouts were easy to understand and informative.
   3. At least ____ people will download copies of training program handouts from the ISL Web site each year.

6. ISL staff should develop a single template to be used to plan and publicize workshops and training programs. This template should include information about the target audience, intended outcomes, delivery methods, related or linked programs, and handouts, as well as a plan for marketing the training program.

   Activities:

   1. Design the template.
   2. Determine who (if anyone) should review and approve training program templates.

3. Distribute the template to all ISL staff and have a short training session to be sure that everyone understands how the template is to be used.
4. Use the information from each template to market the training program.

Resources Required:

1. Staff time.

Suggested Measures:

1. The template is used to plan 90% of ISL training programs.
2. At least ____% of the people who respond to a CE survey in 2006 will say that they receive all of the information they need about training programs to make a decision about attending training programs in a timely manner.

7. ISL staff should use a variety of methods to deliver training including one-on-one training, in-person group training, hands-on technology training, Web-based programs, state teleconferences, and videotapes. The delivery methods used should be appropriate for the learning needs of the target audience and should support the intended learning outcomes.

Activities:

1. Staff will become familiar with the various methods of delivering training and stay current as technology evolves.
2. Staff will discuss the strengths and weaknesses of each delivery method and develop general guidelines for the use of each.
3. Staff members who design and deliver training will be expected to use at least two different delivery methods each year.

Resources Required:

1. Staff time.
2. Web space.
3. Video-taping capability and expertise.
4. Teleconferencing equipment and expertise.

Suggested Measures:

1. The total number of people attending ISL sponsored CE programs annually will increase from ____ to ____.
2. At least ____% of the respondents to a CE survey in 2006 will say that ISL training programs are provided in a variety of formats that meet their needs.
3. ISL staff will design and deliver training in a minimum of three different formats each year.

Content Recommendations

1. Target Audience: Library directors and senior managers (all types, with the most probable attendees being public librarians).

   Priority Training Topics:
   1. Management skills:
      a. Planning/setting priorities (use *The New Planning for Results* for public library managers).
      b. Budgeting/resource allocation.
      c. Accountability.
      d. Personnel issues.
      e. One-on-one training and mentoring skills.
   2. Political skills:
      a. State and national laws affecting libraries.
      b. How the political process really works.
      c. Local and state advocacy.
      d. Developing partnerships and coalitions.
      e. Working with partners to effect political change.

   Delivery Methods: Managers are more likely to attend face-to-face training programs than frontline staff and more likely to be willing to drive a considerable distance to do so.
      a. Workshops and group training sessions.
      b. One or more specific tracks at the Summer Institute. This would be an excellent way to deliver multi-level training on a specific subject, as suggested in *Process Recommendation #2* above. Over the course of a week, attendees could move from basic to advanced information.
      c. Peer-to-peer relationships could be developed that would pair an experienced library manager with a less experienced manager. To be effective this type of arrangement should have specific, written guidelines and expectations for both participants in the relationship.
      d. Subject specific listservs can also provide a mechanism for learning. These listservs could be particularly useful for groups participating in multi-level, interconnected training programs.
      e. Web-based training programs continue to improve. Web-based programs can provide "just in time" training in a convenient and cost-effective way. The challenge will be to develop delivery methods that are interesting enough to keep the learner engaged.

   Intended Outcomes:
   1. Management skills:
      a. All public libraries in Idaho will have a current strategic plan.
      b. All public libraries in Idaho will link budget allocations to the priorities identified in their strategic plans.
      c. Public library managers will have the skills they need to effectively hire new employees.

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      d. Public library managers will know how to write job descriptions and performance appraisal documents.
      e. Public library managers will develop strong supervisory skills.
      f. Public library managers will have the skills they need to train and mentor staff.
  2. Political skills:
      a. Libraries that undertake a funding or districting campaign will be successful.

Evaluation Methods:
  1. Measure progress toward outcomes through a combination of:
      a. Annual surveys.
      b. Focus groups.
      c. Key informant interviews.
  2. At least ___ public libraries will have current strategic plans.
  3. ___% of funding or districting elections that are successful.

2. Target Audience: Frontline library staff (all levels who deliver front-line services in all types of libraries).

Priority Training Topics:
  1. Technology skills:
      a. LiLI databases
      b. Hardware
      c. Software
  2. Personal development:
      a. Dealing with diverse users.
      b. Customer service.
      c. Conflict resolution.
      d. Basic communication skills.
      e. Time management/productivity.
      f. Stress management.
  3. Library programs and services

Delivery Methods: It is more difficult for frontline staff to get away from the library to attend training programs and these staff are often reluctant to drive too far from their communities for a workshop.
  1. All technology training needs to be provided in group programs held in sites that have computer labs.
  2. One or more specific tracks at the Summer Institute. The ABLE Institute has been very effective and should continue to be used to provide training for frontline staff in technology skills, personal development skills and in ways to improve library programs and services.
  3. Web-based training will ultimately be the easiest and most cost-effective way to deliver training to the majority of frontline staff. However, for this to work, supervisors will have to schedule staff work

time to complete the online training courses. Online training cannot be optional or scheduled "as time allows," or it won't happen at all.

4. Much of the training that frontline staff members receive is on-the-job training provided by their supervisors or peers. ISL staff could develop training modules intended to be used in local libraries by local staff or by the field consultant for that area. The modules could include a complete agenda, handouts, and an optional media item (PowerPoint, videotape or audiotape, or Web component).

5. Peer-to-peer training can be useful. The current LiLI mentor program is an example of such training. As noted earlier, this type of arrangement should have specific, written guidelines and expectations for both participants in the relationship.

6. Workshops or group programs can be presented, but they should be presented in multiple sites around the state to ensure that most prospective attendees will be able to reach the workshop site in less than 90 minutes.

7. Subject specific listservs can be valuable learning tools for people interested in specific library skills such as reference or cataloging.

8. ISL can collaborate with ILA to present pre-conferences or conference programs on specific library services or programs.

Intended Outcomes:
1. Technology skills:
    a. Use of the LiLI databases will increase each year.
    b. Staff will say that they have the skills they need to use the software required to do their jobs.
    c. Staff will be able to perform routine maintenance on computer hardware.
2. Personal development:
    a. Library use will remain stable or continue to rise in communities that are becoming more diverse.
    b. Supervisors will report that library staff are able to address customer service problems more effectively.
    c. Library staff be able to identify the causes of their time management and stress problems and will be aware of ways to address those problems.
3. Library programs and services:
    a. Library staff will be aware of current trends in their areas of specialization.
    b. Library staff will have the skills they need to provide high-quality services or programs in their areas of specialization.

Evaluation Methods:
1. Measure progress toward outcomes through a combination of:
    a. Annual surveys.
    b. Focus groups.
    c. Key informant interviews.
2. Use of the LiLI databases will increase by _____% each year.

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3. The total number of people who attend ISL sponsored CE programs annually will increase from ____ to ____.

3. Target Audience: School library media center staff.

Priority Training Topics:
1. LiLI databases.
2. Using *Information Power* to improve services.

Delivery Methods: The survey data suggest that this audience is hard to reach. Although there are many more school libraries in Idaho than public libraries, one third fewer school library staff responded to the survey than public library staff. Of those school library staff members who did respond to the survey, 34% had not attended an ISL training program in the past year, while only 25% of public library staff had not attended an ISL program.
1. All technology training needs to be provided in group programs held in sites that have computer labs. School librarians should be included with other frontline staff in the LiLI training provided by ISL and other vendors.
   a. LiLI training programs should be marketed to school librarians separately. Forty-five percent of the survey respondents from school libraries said the intended audience for a training program was an important factor in their decision to attend.
   b. ISL staff should explore the possibility of providing CE credits toward recertification for school library staff who attend ISL training programs.
2. ISL staff could develop prepackaged programs of various lengths (one hour, two hours, full-day) that can be presented during school in-service days for library staff and/or teachers. These programs should be marketed to school district principals, superintendents, and district library coordinators, as they are the people most likely to schedule the in-service training programs.

Intended Outcomes:
1. LiLI databases:
   a. School library staff will make greater use of the resources available through LiLI.
   b. Teachers will be aware of the resources available through LiLI and will integrate use of those resources into their lesson plans.
2. Using *Information Power* to improve services.
   a. School library staff will be familiar with *Information Power: Building Partnerships for Learning.*
   b. School library staff will be able to define their role in student learning.

Evaluation Methods:
1. Measure progress toward outcomes through a combination of:
   a. Annual surveys.

      b. Focus groups.
      c. Key informant interviews.
  2. The use of LiLI databases by library staff and teachers will increase by
     ___% each year.

4. Target Audiences: Public library trustees.

Priority Training Topics:
  1. Legal responsibilities (including the need to support staff CE)
  2. Policy development.
  3. Politics and advocacy.
  4. Library trends.

Delivery Methods:
  1. Develop a series of videotapes between 10 and 15 minutes long on the
    priority training topics. Whenever possible integrate the videotapes
    into training for library managers (see *Process Recommendation #3*)
      a. Make the tapes available on the Web.
      b. Include handouts and suggested exercises with each videotape.
        Provide the handouts and exercises on the Web to be used in
        conjunction with the Web version of the tapes.
  2. The three field consultants should be available to provide orientation
    programs for local library boards. The consultants could work together
    to develop a single program or series of programs that could be used
    by all three consultants. The program(s) should include written
    handouts, which should also be available on the ISL Web site.
  3. Present one major event for trustees each year. Possibilities include:
      a. Meetings in the three regions of the state that begin at 10:00 or
        10:30, include lunch, and end at 2:00 or 2:30. Consider asking
        a well-know local or state politician to deliver the luncheon
        speech. It may be possible to get some vendor or foundation
        money to underwrite all or a part of the lunch.
      b. A single statewide event for trustees that begins at noon on one
        day and ends at noon the next. The afternoon and morning
        programs could include breakout sessions on various topics of
        interest to trustees. Dinner could be served followed by a high-
        profile speaker: a state or national politician or a well-known
        author.
      c. Teleconferences delivered to various parts of the state with local
        moderators at each site.
  4. Develop a trustee Web page that includes links to a variety of trustee
    training sites in other states.

Intended Outcomes:
  1. Library trustees will understand and carry out their legal
    responsibilities.
  2. Library trustees will ensure that the libraries they administer have
    current policies and procedures.

3. Library trustees will become more effective advocates for library funding at the local, state, and national levels.
4. Library trustees will understand the changing environment in which libraries are operating and be proactive in adapting to new conditions.

Evaluation Methods:
1. Measure progress toward outcomes through a combination of:
   a. Annual surveys.
   b. Focus groups.
   c. Key informant interviews.
2. Trustee orientation programs will be presented in at least ____ local public libraries each year.
3. At least ____ trustees will participate in the annual training event sponsored by ISL.
4. At least ____ boards will take advantage of the 10 minute training tapes developed by ISL each year.
5. The trustee Web page at ISL will be accessed at least ____ times each year.
6. At least __ libraries will have a line item for staff training in their budgets.

APPENDICES

A – Survey Responses
      A1 – All Respondents
      A2 – Public Library Respondents
      A3 – School Library Respondents
      A4 – Academic Library Respondents
      A5 – Special Library Respondents
      A6 – School/Public Library Respondents

B – Detailed Responses to Open-Ended Questions
      B1 – Continuing Education Wish List Categories and Sub-Categories
      B2 – General Comments

C – Focus Group Reports
      C1 – Idaho Falls (5/13/03 – AM)
      C2 – Pocatello (5/12/03 – PM)
      C3 – Twin Falls (5/13/03 – PM)
      C4 – Boise (5/14/03 – AM)
      C5 – Boise (5/14/03 – PM)
      C6 – Lewiston (5/15/03 – AM)
      C7 – Post Falls (5/16/03 – AM)

D – Key Informant Interview Questions
      D1 – Directors (March 2003)
      D2 – ISL Consultants (June 2003)

APPENDIX A: SURVEY RESPONSES

IDAHO STATE LIBRARY
CONTINUING EDUCATION SURVEY

RESULTS FROM ALL RESPONDENTS = 227

1. In general, how satisfied are you with the workshops and other continuing education
   programs provided by the Idaho State Library?
   a. 129 (57%)   Very satisfied
   b.   68 (30%)   Somewhat satisfied
   c.   7 (3%)   Somewhat unsatisfied
   d.   2 (1%)   Very unsatisfied
   e.   20 (9%)   Have no opinion/no answer

2. Did you attend any workshops or continuing education programs presented by the staff from
   the Idaho State Library during the past year?
   a. 159 (70%)   YES (answer question 2c)
   b.   68 (30%)   NO

   2c. If YES, how would you evaluate the workshops or programs you attended on the
        following scale?

34 (21%)	55 (35%)	40 (25%)	11 (7%)	11 (7%)	6 (4%)	0	0	0	0	1 (1%)
1	2	3	4	5	6	7	8	9	10	NA
Excellent Training				OK Training				Very Poor Training		

3. Did you attend any workshops or continuing education programs presented by staff from
   groups other than the Idaho State Library (BCR, OCLC Western, online database vendors,
   etc.)?
   a. 157 (69%)   YES (answer question 3c)
   b.   69 (30%)   NO
   c.   1 (1%)   No answer

   3c. If YES, how would you evaluate the workshops or programs you attended on the
        following scale?

18 (11%)	46 (29%)	43 (28%)	22 (14%)	16 (10%)	4 (3%)	3 (2%)	3 (2%)	1 (1%)	0	2 (1%)
1	2	3	4	5	6	7	8	9	10	NA
Excellent Training				OK Training				Very Poor Training		

4. How do you get your information about workshops and other continuing education
   programs? Check all that apply:
   a. 183 (81%)   Direct mailings of flyers or other announcements
   b. 136 (60%)   Idaho State Library newsletter
   c. 143 (63%)   E-mail announcements
   d. 143 (63%)   LIBIDAHO
   e.   63 (28%)   Idaho State Library web site (LiLI)
   f.   90 (39%)   Conversations with colleagues

g.   5   (3%)   Other
  · Other professional publications – 1
  · Web sites – 1
  · School administrators – 1
  · OCLC – 1
  · Personal email from ISL staff – 1

5. There are a variety of factors that may affect your decision to attend a workshop or continuing education program. Circle your ranking for each of the following factors on a scale of 1 (very important) to 5 (very unimportant).

	1	2	3	4	5	NA
a. The topic	203 (89%)	17 (7%)	4 (2%)	0	1 (1%)	2 (1%)
b. The presenter	14 (6%)	80 (35%)	86 (38%)	28 (12%)	18 (8%)	1 (1%)
c. The intended audience for the program	86 (38%)	91 (40%)	34 (15%)	8 (4%)	5 (2%)	2 (1%)
d. The location of the program	126 (56%)	72 (32%)	18 (8%)	6 (3%)	2 (1%)	2 (1%)
e. The cost of the program	106 (47%)	74 (33%)	37 (16%)	4 (2%)	5 (2%)	1 (1%)
f. The length of the program	35 (15%)	83 (37%)	76 (33%)	21 (9%)	9 (4%)	3 (1%)
g. Staff coverage and scheduling in my library	106 (47%)	64 (28%)	32 (14%)	13 (6%)	11 (5%)	1 (1%)
h. My boss/board wants me to attend	100 (44%)	54 (24%)	45 (20%)	6 (3%)	16 (7%)	6 (3%)
i. My boss/board will not let me attend	76 (33%)	30 (13%)	30 (13%)	22 (10%)	48 (6%)	21 (9%)
j. Other (List) · Relevancy/applicability – 7 · Month, day, time of year – 5 · District won't fund/no prof. leave – 4 · Budget restrictions – 3 · Do I have the time – 2 · No time/other constraints – 2 · Credit for workshops – 1 · Other CE opportunities – 1 · Sufficient advance notice – 1 · Overnight stays are hard – 1 · Any workshop that furthers my skills – 1 · Not in public service, which affects responses – 1	18 (8%)	4 (2%)	1 (1%)	0	3 (1%)	3* (1%) (*Not ranked)

6. Training and continuing education programs can be presented in a variety of formats. Which of the following formats do you prefer? You may select as many as you wish.
a.   151 (67%)   Face-to-face lecture
b.   157 (69%)   Face-to-face interactive training (small group work, etc.)
c.   198 (87%)   Face-to-face hands-on training (software training in a computer lab, etc.)
d.   92 (41%)   Web-based training
e.   50 (22%)   Teleconferences
f.   39 (17%)   Video training
g.   6   (3%)   Other
  · Audio-tapes – 1
  · Books and manuals – 2
  · Time to practice with follow-up – 1
  · A variety of formats in a single session – 2

7. Sometimes people <u>dislike</u> one or more training formats enough so that they are reluctant to participate in training that is presented in that format. Are there any of the following training formats that you dislike? You may check as many as you wish.
   a.   14 (6%)   Face-to-face lecture
   b.   20 (9%)   Face-to-face interactive training (small group work, etc.)
   c.   2 (1%)   Face-to-face hands-on training (software training in a computer lab, etc.)
   d.   31 (13%)   Web-based training
   e.   68 (30%)   Teleconferences
   f.   64 (28%)   Video training
   g.   5 (2%)   Other
        · Hate role-playing – 3
        · Teleconferences are difficult to get to so I have little experience with them – 1
        · Telephone – 1

8. We each have different needs and expectations when we attend workshops and continuing education programs. Review the list below and indicate how important each of the items on the list is to you on a scale of 1 (very important) to 5 (very unimportant). Check only one rank per need/expectation.

	1	2	3	4	5	NA
a. Topical information about new or changed national or state laws, budgets, etc.	58 (26%)	70 (31%)	52 (23%)	33 (15%)	12 (4%)	2 (1%)
b. Information about new technologies; both hardware and software	106 (47%)	79 (35%)	32 (14%)	6 (3%)	2 (1%)	2 (1%)
c. Information about trends in public libraries	54 (24%)	72 (32%)	56 (25%)	26 (11%)	17 (7%)	2 (1%)
d. Information about specific programs and services being offered in other libraries	62 (27%)	93 (41%)	56 (25%)	10 (4%)	3 (1%)	3 (1%)
e. New or improved library skills	132 (58%)	82 (36%)	6 (3%)	2 (1%)	2 (1%)	2 (1%)
f. New or improved management skills	96 (42%)	72 (32%)	38 (17%)	13 (6%)	2 (1%)	5 (2%)
g. Practical information I can use when I return to my library	181 (80%)	37 (16%)	2 (1%)	1 (1%)	1 (1%)	5 (2%)
h. Materials I can share with others in my library	135 (59%)	69 (30%)	13 (6%)	3 (1%)	1 (1%)	6 (3%)
i. Information and materials that can be easily adapted to meet the unique conditions in my library	141 (62%)	72 (32%)	6 (3%)	2 (1%)	1 (1%)	5 (2%)
j. The opportunity to talk to other librarians in Idaho	121 (53%)	73 (32%)	24 (11%)	7 (3%)	2 (1%)	0
k. Other (List) · Trustee information – 2 · Relevant to school librarians – 2	7 (3%)	2 (1%)	0	0	0	0

3

· Improving partnerships – 1 · Cost – 1 · Policies – 1 · Workshops for non-librarians helpful – 1 · Hear out-of-state presenters – 1

9. How far are you willing to drive for a program that is of <u>moderate interest</u> to you
   a. 60 (26%)   30 minutes
   b. 87 (38%)   1 hour
   c. 37 (16%)   1.5 hours
   d. 30 (13%)   2 hours
   e. 3 (1%)   2.5 hours
   f. 4 (2%)   3 hours
   g. 6 (3%)   More than 3 hours

10. How far are you willing to drive for a program that is <u>extremely interesting</u> to you?
    a. 6 (3%)   30 minutes
    b. 25 (11%)   1 hour
    c. 14 (6%)   1.5 hours
    d. 47 (21%)   2 hours
    e. 19 (8%)   2.5 hours
    f. 36 (16%)   3 hours
    g. 80 (35%)   More than 3 hours

11. The Idaho State Library designs and presents training programs for a variety of library audiences. Do you think that some audiences are more important than others?
    a. 82 (36%)   YES (answer question 11c)
    b. 139 (61%)   NO
    c.   6 (3%)   No answer

    11c. If YES, which of the following audiences do you think should have priority when designing and delivering programs? Check all that apply.
    a. 52 (63%)   School librarians
    b. 66 (80%)   Public librarians
    c. 9 (11%)   Academic librarians
    d. 4 (5%)   Special librarians
    e. 25 (30%)   Public library trustees
    g. 4 (5%)   Other (list)
       · Paraprofessional – 1
       · Friends of the library – 1
       · Library assistants – 1
       · Depends on who attends – 1

12. Most librarians have a "wish list" of training programs that they would like to attend. List the topics of five training programs you would attend if you could.
    Total number of suggestions = 542
    a. 108 (20%)   Management
    b. 90 (17%)   Technology
    c. 64 (12%)   Services and programs

    d.   45 (8%)   Cataloging/processing
    e.   42 (8%)   Personal development
    f.   40 (7%)   Collection management
    g.   37 (7%)   School library issues
    h.   33 (6%)   Reference collections and services
    i.   23 (4%)   Partnerships
    j.   18 (3%)   Facilities and equipment
    k.   15 (3%)   Marketing
    l.   9 (2%)   Advocacy
    m.   8 (1%)   Trends
    n.   8 (1%)   Trustee training
    o.   2 (>1%)   Summer Institute

13. Use this space for any other comments or suggestions you have about the workshops and continuing education programs provided by the Idaho State Library.

DEMOGRAPHIC DATA

14. Library type
    a. 114 (50%)   Public
    b.   75 (33%)   School
    c.   25 (11%)   Academic
    d.   7 (3%)   Special
    e.   6 (3%)   School-public libraries

15. Service population

  Public library service population (population of community served)
    a.   24 (21%)   0-2,499
    b.   19 (17%)   2,500-4,999
    c.   18 (16%)   5,000-9,999
    d.   9 (8%)   10,000-19,999
    e.   15 (13%)   20,000-49,999
    f.   12 (11%)   50,000-99,999
    g.   12 (11%)   over 100,000
    h.   5 (4%)   No answer

  School library service population (number of students enrolled in school district)
    a.   12 (16%)   0-499
    b.   9 (12%)   500-999
    c.   13 (17%)   1,000-1,499
    d.   15 (20%)   1,500-4,999
    e.   21 (28%)   Over 5,000
    f.   5 (7%)   No answer

Academic library service population (number of students enrolled in academic institution)
a.   4 (16%)   0-2,499
b.   2 (8%)   2,500-4,999
c.   17 (68%)   10,000-19,999
d.   1 (4%)   No answer

Special library service population (number of people employed in the organization)
a.   3 (43%)   0-999
b.   3 (43%)   1,000-1,999
c.   1 (14%)   Over 15,000

School-public library service population (number of students enrolled in school district)
a.   3 (50%)   Under 500
b.   1 (17%)   Over 5,000
c.   2 (33%)   No answer

16. Classification of person completing survey
    a. 103 (45%)   Director
    b.   35 (15%)   Manager other than Director
    c.   43 (19%)   Front-line staff member
    d.   1 (1%)   No answer
    d.   45 (20%)   Other (List)
    - Librarian/school librarian/high school librarian/elementary school librarian – 13
    - Media specialist – 8
    - Technical services staff – 5
    - Board member/trustee – 5
    - Library Assistant/library tech. – 3
    - Paraprofessional – 2
    - Computer tech. – 2
    - Bookmobile – 1
    - Coordinator – 1
    - Electronic resources librarian - 1
    - Reference – 1
    - Retired – 1
    - Youth services – 1
    - Not specified – 1

IDAHO STATE LIBRARY
CONTINUING EDUCATION SURVEY

RESULTS FROM PUBLIC LIBRARIES = 114

1. In general, how satisfied are you with the workshops and other continuing education programs provided by the Idaho State Library?
   a. 72 (63%) Very satisfied
   b. 31 (27%) Somewhat satisfied
   c. 4 (4%) Somewhat unsatisfied
   d. 1 (1%) Very unsatisfied
   e. 5 (4%) Have no opinion

2. Did you attend any workshops or continuing education programs presented by the staff from the Idaho State Library during the past year?
   a. 86 (75%) YES (answer question 2c)
   b. 28 (25%) NO

   2c. If YES, how would you evaluate the workshops or programs you attended on the following scale?

24 (28%)	30 (34%)	17 (20%)	6 (7%)	5 (6%)	4 (5%)	0	0	0	0	0
1	2	3	4	5	6	7	8	9	10	NA
Excellent Training				OK Training				Very Poor Training		

3. Did you attend any workshops or continuing education programs presented by staff from groups other than the Idaho State Library (BCR, OCLC Western, online database vendors, etc.)?
   a. 83 (73%) YES (answer question 3c)
   b. 30 (26%) NO
   c. 1 (1%) No answer

   3c. If YES, how would you evaluate the workshops or programs you attended on the following scale?

11 (13%)	22 (27%)	18 (22%)	14 (17%)	9 (11%)	3 (4%)	2 (3%)	3 (4%)	1 (1%)	0	0
1	2	3	4	5	6	7	8	9	10	NA
Excellent Training				OK Training				Very Poor Training		

4. How do you get your information about workshops and other continuing education programs? Check all that apply:
   a. 99 (87%) Direct mailings of flyers or other announcements
   b. 72 (63%) Idaho State Library newsletter
   c. 79 (69%) E-mail announcements
   d. 80 (70%) LIBIDAHO
   e. 45 (39%) Idaho State Library web site (LiLI)
   f. 48 (42%) Conversations with colleagues
   g. 2 (2%) Other

> · Other professional publications – 1
> · Web sites – 1

5. There are a variety of factors that may affect your decision to attend a workshop or continuing education program. Circle your ranking for each of the following factors on a scale of 1 (very important) to 5 (very unimportant).

	1	2	3	4	5	NA
a. The topic	102 (89%)	10 (9%)	2 (2%)	0	0	0
b. The presenter	8 (7%)	39 (34%)	46 (40%)	15 (13%)	6 (5%)	0
c. The intended audience for the program	43 (38%)	44 (39%)	20 (18%)	4 (4%)	3 (3%)	0
d. The location of the program	59 (52%)	40 (35%)	11 (10%)	3 (3%)	1 (1%)	0
e. The cost of the program	59 (52%)	31 (27%)	19 (17%)	2 (2%)	3 (3%)	0
f. The length of the program	15 (13%)	39 (34%)	43 (38%)	12 (11%)	5 (4%)	0
g. Staff coverage and scheduling in my library	62 (54%)	33 (29%)	13 (11%)	2 (2%)	4 (4%)	0
h. My boss/board wants me to attend	58 (51%)	27 (24%)	21 (18%)	2 (2%)	5 (4%)	1 (1%)
i. My boss/board will not let me attend	40 (35%)	14 (12%)	11 (10%)	12 (11%)	25 (22%)	12 (11%)
j. Other (List) · Relevancy/applicability –5 · Month, day, time of day – 4 · Budget restrictions – 3 · Do I have the time – 2 · Other CE opportunities – 1 · Sufficient advance notice – 1 · Overnight stays are hard – 1	13 (11%)	3 (3%)	0	0	1 (1%)	0

6. Training and continuing education programs can be presented in a variety of formats. Which of the following formats do you prefer? You may select as many as you wish.
   a. 83 (73%) Face-to-face lecture
   b. 84 (74%) Face-to-face interactive training (small group work, etc.)
   c. 101 (89%) Face-to-face hands-on training (software training in a computer lab, etc.)
   d. 46 (40%) Web-based training
   e. 27 (24%) Teleconferences
   f. 20 (18%) Video training
   g. 2 (2%) Other
      · Audio-tapes – 1
      · Books and manuals – 1

7. Sometimes people <u>dislike</u> one or more training formats enough so that they are reluctant to participate in training that is presented in that format. Are there any of the following training formats that you dislike? You may check as many as you wish.
   a. 5 (4%) Face-to-face lecture
   b. 12 (11%) Face-to-face interactive training (small group work, etc.)
   c. 2 (2%) Face-to-face hands-on training (software training in a computer lab, etc.)
   d. 17 (15%) Web-based training
   e. 37 (32%) Teleconferences

f.   33 (29%)   Video training
g.   2 (2%)   Other
       · Hate role-playing – 2

8. We each have different needs and expectations when we attend workshops and continuing education programs. Review the list below and indicate how important each of the items on the list is to you on a scale of 1 (very important) to 5 (very unimportant). Check only one rank per need/expectation.

	1	2	3	4	5	NA
a. Topical information about new or changed national or state laws, budgets, etc.	45 (39%)	36 (32%)	21 (18%)	10 (9%)	2 (2%)	0
b. Information about new technologies; both hardware and software	50 (44%)	39 (34%)	21 (18%)	3 (3%)	1 (1%)	0
c. Information about trends in public libraries	44 (39%)	47 (41%)	18 (16%)	5 (4%)	0	0
d. Information about specific programs and services being offered in other libraries	35 (31%)	53 (46%)	23 (20%)	3 (3%)	0	0
e. New or improved library skills	72 (63%)	40 (35%)	1 (1%)	1 (1%)	0	0
f. New or improved management skills	54 (47%)	35 (31%)	15 (13%)	8 (7%)	1 (1%)	1 (1%)
g. Practical information I can use when I return to my library	97 (85%)	14 (12%)	1 (1%)	1 (1%)	0	1 (1%)
h. Materials I can share with others in my library	73 (64%)	34 (30%)	3 (3%)	3 (3%)	0	1 (1%)
i. Information and materials that can be easily adapted to meet the unique conditions in my library	77 (68%)	32 (28%)	2 (2%)	1 (1%)	0	2 (2%)
j. The opportunity to talk to other librarians in Idaho	65 (57%)	34 (30%)	11 (10%)	3 (3%)	1 (1%)	0
k. Other (List) · Trustee information – 2 · Improving partnerships – 1 · Cost – 1 · Policies – 1 · Workshops for non-librarians helpful – 1 · Hear out-of-state presenters – 1	5 (4%)	2 (2%)	0	0	0	0

9. How far are you willing to drive for a program that is of <u>moderate interest</u> to you
    a.   24 (21%)   30 minutes
    b.   41 (36%)   1 hour
    c.   21 (18%)   1.5 hours
    d.   20 (18%)   2 hours
    e.   2 (2%)   2.5 hours
    f.   1 (1%)   3 hours

g.   5 (4%)   More than 3 hours

10. How far are you willing to drive for a program that is <u>extremely interesting</u> to you?
    a.   1 (1%)   30 minutes
    b.   4 (4%)   1 hour
    c.   8 (7%)   1.5 hours
    d.   25 (22%)   2 hours
    e.   12 (11%)   2.5 hours
    f.   17 (15%)   3 hours
    g.   47 (41%)   More than 3 hours

11. The Idaho State Library designs and presents training programs for a variety of library audiences. Do you think that some audiences are more important than others?
    a.   41 (36%)   YES (answer question 11c)
    b.   70 (61%)   NO
    c.   3 (3%)   No answer

    11c. If YES, which of the following audiences do you think should have priority when designing and delivering programs? Check all that apply.
      a. 18 (44%)   School librarians
      b. 40 (98%)   Public librarians
      c.   4 (10%)   Academic librarians
      d.   2 (5%)   Special librarians
      e. 16 (39%)   Public library trustees
      g.   2 (5%)   Other (list)
        · Paraprofessionals
        · Friends of libraries

12. Most librarians have a "wish list" of training programs that they would like to attend. List the topics of five training programs you would attend if you could.
Total number of suggestions = 294
    a.   73 (25%)   Management
    b.   47 (16%)   Technology
    c.   45 (15%)   Services and programs
    d.   30 (10%)   Personal development
    e.   17 (6%)   Cataloging/processing
    f.   16 (5%)   Reference collections and services
    g.   14 (5%)   Partnerships
    h.   12 (4%)   Collection management
    i.   12 (4%)   Marketing
    j.   10 (3%)   Facilities and equipment
    k.   7 (2%)   Trustee training
    l.   6 (2%)   Advocacy
    m.   3 (1%)   Trends
    n.   2 (1%)   Summer Institute

13. Use this space for any other comments or suggestions you have about the workshops and continuing education programs provided by the Idaho State Library.

DEMOGRAPHIC DATA

14. Library type
    a. 114 Public

15. Service population (population of community served)
    a.   24 (21%)   0-2,499
    b.   19 (17%)   2,500-4,999
    c.   18 (16%)   5,000-9,999
    d.   9 (8%)   10,000-19,999
    e.   15 (13%)   20,000-49,999
    f.   12 (11%)   50,000-99,999
    g.   12 (11%)   over 100,000
    h.   5 (4%)   No answer

16. Classification of person completing survey
    a.   59 (52%)   Director
    b.   22 (19%)   Manager other than Director
    c.   22 (19%)   Front-line staff member
    d.   11 (10%)   Other
        · Board member/trustee – 4
        · Computer tech. – 2
        · Bookmobile – 1
        · Librarian – 1
        · Reference – 1
        · Retired – 1
        · Youth services – 1

IDAHO STATE LIBRARY
CONTINUING EDUCATION SURVEY

RESULTS FROM SCHOOL LIBRARIES = 75

1. In general, how satisfied are you with the workshops and other continuing education programs provided by the Idaho State Library?
   a.   41 (55%)   Very satisfied
   b.   26 (35%)   Somewhat satisfied
   c.   2 (3%)   Somewhat unsatisfied
   d.   0   Very unsatisfied
   e.   6 (8%)   Have no opinion

2. Did you attend any workshops or continuing education programs presented by the staff from the Idaho State Library during the past year?
   a.   51 (68%)   YES (answer question 2c)
   b.   24 (32%)   NO

   2c. If YES, how would you evaluate the workshops or programs you attended on the following scale?

7 (14%)	18 (35%)	15 (29%)	3 (4%)	5 (10%)	2 (4%)	0	0	0	0	2 (4%)
1	2	3	4	5	6	7	8	9	10	NA
Excellent Training				OK Training				Very Poor Training		

3. Did you attend any workshops or continuing education programs presented by staff from groups other than the Idaho State Library (BCR, OCLC Western, online database vendors, etc.)?
   a.   46 (61%)   YES (answer question 3c)
   b.   29 (39%)   NO

   3c. If YES, how would you evaluate the workshops or programs you attended on the following scale?

4 (9%)	15 (33%)	15 (33%)	3 (7%)	6 (13%)	1 (2%)	1 (2%)	0	0	0	1 (2%)
1	2	3	4	5	6	7	8	9	10	NA
Excellent Training				OK Training				Very Poor Training		

4. How do you get your information about workshops and other continuing education programs? Check all that apply:
   a.   60 (80%)   Direct mailings of flyers or other announcements
   b.   48 (64%)   Idaho State Library newsletter
   c.   40 (53%)   E-mail announcements
   d.   38 (51%)   LIBIDAHO
   e.   11 (15%)   Idaho State Library web site (LiLI)
   f.   24 (32%)   Conversations with colleagues
   g.   2 (3%)   Other (List)
   　　　　　　　· School administrators – 1
   　　　　　　　· OCLC grant – 1

5. There are a variety of factors that may affect your decision to attend a workshop or continuing education program. Circle your ranking for each of the following factors on a scale of 1 (very important) to 5 (very unimportant).

	1	2	3	4	5	NA
a. The topic	68 (91%)	3 (4%)	2 (3%)	0	0	2 (3%)
b. The presenter	5 (7%)	30 (40%)	22 (29%)	10 (13%)	7 (9%)	1 (1%)
c. The intended audience for the program	34 (45%)	28 (37%)	8 (11%)	3 (4%)	0	2 (3%)
d. The location of the program	47 (63%)	19 (25%)	4 (5%)	2 (3%)	0	3 (4%)
e. The cost of the program	38 (51%)	28 (37%)	8 (11%)	0	0	1 (1%)
f. The length of the program	17 (23%)	30 (40%)	18 (24%)	6 (8%)	1 (1%)	3 (4%)
g. Staff coverage and scheduling in my library	32 (43%)	23 (31%)	7 (9%)	9 (12%)	3 (4%)	1 (1%)
h. My boss/board wants me to attend	23 (31%)	17 (23%)	19 (25%)	4 (5%)	8 (11%)	4 (5%)
i. My boss/board will not let me attend	22 (29%)	8 (11%)	14 (19%)	9 (12%)	15 (20%)	7 (9%)
j. Other (List) · District won't fund/no prof. leave - 4 · Relevancy/applicability - 2 · No time/other constraints - 2 · Credit for workshops 1	4 (5%)	0	1 (1%)	0	1 (1%)	3* (4%) (*not ranked)

6. Training and continuing education programs can be presented in a variety of formats. Which of the following formats do you prefer? You may select as many as you wish.
   a. 44 (59%)   Face-to-face lecture
   b. 48 (64%)   Face-to-face interactive training (small group work, etc.)
   c. 66 (88%)   Face-to-face hands-on training (software training in a computer lab, etc.)
   d. 29 (39%)   Web-based training
   e.   5 (7%)   Teleconferences
   f. 11 (15%)   Video training
   g.   3 (4%)   Other
         · Books and manuals – 1
         · Time to practice with follow-up – 1
         · A variety of formats in a single session – 1

7. Sometimes people <u>dislike</u> one or more training formats enough so that they are reluctant to participate in training that is presented in that format. Are there any of the following training formats that you dislike? You may check as many as you wish.
   a.   8 (11%)   Face-to-face lecture
   b.   3 (4%)   Face-to-face interactive training (small group work, etc.)
   c.   0   Face-to-face hands-on training (software training in a computer lab, etc.)
   d.   9 (12%)   Web-based training
   e. 27 (36%)   Teleconferences
   f. 20 (27%)   Video training
   g.   1 (1%)   Other
         · Teleconferences are difficult to get to so I have little experience with them – 1

8. We each have different needs and expectations when we attend workshops and continuing education programs. Review the list below and indicate how important each of the items on the list is to you on a scale of 1 (very important) to 5 (very unimportant). Check only one rank per need/expectation.

	1	2	3	4	5	NA
a. Topical information about new or changed national or state laws, budgets, etc.	9 (12%)	19 (25%)	22 (29%)	17 (23%)	6 (8%)	2 (3%)
b. Information about new technologies; both hardware and software	38 (51%)	25 (33%)	8 (11%)	2 (3%)	0	2 (3%)
c. Information about trends in public libraries	7 (9%)	15 (20%)	26 (35%)	14 (19%)	11 (15%)	2 (3%)
d. Information about specific programs and services being offered in other libraries	22 (29%)	26 (35%)	19 (25%)	4 (7%)	1 (1%)	3 (4%)
e. New or improved library skills	47 (63%)	22 (29%)	2 (3%)	0	1 (1%)	3 (4%)
f. New or improved management skills	31 (41%)	23 (31%)	14 (19%)	4 (5%)	0	3 (4%)
g. Practical information I can use when I return to my library	59 (79%)	11 (15%)	1 (1%)	0	0	4 (5%)
h. Materials I can share with others in my library	43 (57%)	22 (29%)	6 (8%)	0	0	4 (5%)
i. Information and materials that can be easily adapted to meet the unique conditions in my library	48 (64%)	21 (28%)	2 (3%)	1 (1%)	0	3 (4%)
j. The opportunity to talk to other librarians in Idaho	43 (57%)	23 (31%)	6 (8%)	2 (3%)	0	1 (1%)
k. Other (List) • Relevant to school libraries– 2	2 (3%)	0	0	0	0	0

9. How far are you willing to drive for a program that is of <u>moderate interest</u> to you
   a. 25 (33%)   30 minutes
   b. 28 (37%)   1 hour
   c. 12 (16%)   1.5 hours
   d. 5 (7%)   2 hours
   e. 1 (1%)   2.5 hours
   f. 3 (4%)   3 hours
   g. 1 (1%)   More than 3 hours

10. How far are you willing to drive for a program that is <u>extremely interesting</u> to you?
   a. 5 (7%)   30 minutes
   b. 17 (23%)   1 hour
   c. 4 (5%)   1.5 hours
   d. 12 (16%)   2 hours
   e. 4 (5%)   2.5 hours

    f.   14 (19%)   3 hours
    g.   19 (25%)   More than 3 hours

11. The Idaho State Library designs and presents training programs for a variety of library audiences. Do you think that some audiences are more important than others?
    a.   31 (41%)   YES (answer question 11c)
    b.   44 (59%)   NO

    11c. If YES, which of the following audiences do you think should have priority when designing and delivering programs? Check all that apply.
        a. 27 (87%)   School librarians
        b. 16 (52%)   Public librarians
        c.   5 (16%)   Academic librarians
        d.   2 (6%)   Special librarians
        e.   4 (13%)   Public library trustees
        g.   2 (6%)   Other
            · Library assistants – 1
            · Depends on who attends – 1)

12. Most librarians have a "wish list" of training programs that they would like to attend. List the topics of five training programs you would attend if you could.
    Total number of suggestions = 170
    a.   37 (22%)   School library issues
    b.   27 (16%)   Technology
    c.   25 (15%)   Collection management
    d.   20 (12%)   Management
    e.   17 (10%)   Cataloging/processing
    f.   14 (8%)   Services and programs
    g.   8 (5%)   Personal development
    h.   8 (5%)   Reference collections and services
    i.   6 (4%)   Partnerships
    j.   5 (3%)   Facilities and equipment
    k.   2 (1%)   Trends
    l.   1 (1%)   Advocacy

13. Use this space for any other comments or suggestions you have about the workshops and continuing education programs provided by the Idaho State Library.

DEMOGRAPHIC DATA

14. Library type
    b.   75 School

15. Service population (number of students enrolled in school district):
    a.   12 (16%)   0-499
    b.   9 (12%)   500-999

c. 13 (17%) 1,000-1,499
d. 15 (20%) 1,500-4,999
e. 21 (28%) Over 5,000
f. 5 (7%) No answer

16. Classification of person completing survey
   a. 36 (48%) Director/head librarian
   b. 5 (7%) Manager other than Director
   c. 9 (12%) Front-line staff member
   d. 1 (1%) No answer
   d. 24 (32%) Other (List)
      · Librarian/school librarian/high school librarian/elementary school librarian – 11
      · Media specialist – 8
      · Library Assistant/library tech. – 3
      · Coordinator – 1
      · Not specified – 1

IDAHO STATE LIBRARY
CONTINUING EDUCATION SURVEY

RESULTS FROM ACADEMIC LIBRARIES = 25

1. In general, how satisfied are you with the workshops and other continuing education programs provided by the Idaho State Library?
   a. 8 (32%) Very satisfied
   b. 8 (32%) Somewhat satisfied
   c. 1 (4%) Somewhat unsatisfied
   d. 0 Very unsatisfied
   e. 8 (32%) Have no opinion

2. Did you attend any workshops or continuing education programs presented by the staff from the Idaho State Library during the past year?
   a. 14 (56%) YES (answer question 2c)
   b. 11 (44%) NO

   2c. If YES, how would you evaluate the workshops or programs you attended on the following scale?

1 (7%)	5 (36%)	6 (43%)	1 (7%)	1 (7%)	0	0	0	0	0	0
1	2	3	4	5	6	7	8	9	10	NA

   Excellent Training .... OK Training .... Very Poor Training

3. Did you attend any workshops or continuing education programs presented by staff from groups other than the Idaho State Library (BCR, OCLC Western, online database vendors, etc.)?
   a. 20 (80%) YES (answer question 3c)
   b. 5 (20%) NO

   3c. If YES, how would you evaluate the workshops or programs you attended on the following scale?

3 (15%)	6 (30%)	6 (30%)	5 (25%)	0	0	0	0	0	0	0
1	2	3	4	5	6	7	8	9	10	NA

   Excellent Training .... OK Training .... Very Poor Training

4. How do you get your information about workshops and other continuing education programs? Check all that apply:
   a. 15 (60%) Direct mailings of flyers or other announcements
   b. 8 (32%) Idaho State Library newsletter
   c. 17 (68%) E-mail announcements
   d. 15 (60%) LIBIDAHO
   e. 4 (16%) Idaho State Library web site (LiLI)
   f. 12 (48%) Conversations with colleagues
   g. 1 (4%) Other
      · Personal email from ISL staff – 1

5. There are a variety of factors that may affect your decision to attend a workshop or continuing education program. Circle your ranking for each of the following factors on a scale of 1 (very important) to 5 (very unimportant).

	1	2	3	4	5	NA
a. The topic	22 (88%)	2 (8%)	0	0	1 (4%)	0
b. The presenter	1 (4%)	8 (32%)	11 (44%)	2 (8%)	3 (12%)	0
c. The intended audience for the program	5 (20%)	12 (48%)	5 (20%)	1 (4%)	2 (8%)	0
d. The location of the program	11 (44%)	10 (40%)	2 (8%)	1 (4%)	1 (4%)	0
e. The cost of the program	6 (24%)	10 (40%)	5 (20%)	2 (8%)	2 (8%)	0
f. The length of the program	1 (4%)	9 (36%)	10 (40%)	2 (8%)	3 (12%)	0
g. Staff coverage and scheduling in my library	6 (24%)	5 (20%)	10 (40%)	1 (4%)	3 (12%)	0
h. My boss/board wants me to attend	17 (68%)	4 (16%)	3 (12%)	0	1 (4%)	0
i. My boss/board will not let me attend	12 (48%)	4 (16%)	4 (16%)	1 (4%)	3 (12%)	1 (4%)
j. Other (List) · Any workshop that furthers my skills – 1 · Not in public service, which affects responses – 1	1 (4%)	0	0	0	1 (4%)	0

6. Training and continuing education programs can be presented in a variety of formats. Which of the following formats do you prefer? You may select as many as you wish.
   a.   18 (72%)   Face-to-face lecture
   b.   16 (64%)   Face-to-face interactive training (small group work, etc.)
   c.   23 (92%)   Face-to-face hands-on training (software training in a computer lab, etc.)
   d.   10 (40%)   Web-based training
   e.   12 (48%)   Teleconferences
   f.   4 (16%)   Video training
   g.   1 (4%)   Other
          · A variety of formats in a single session - 1

7. Sometimes people <u>dislike</u> one or more training formats enough so that they are reluctant to participate in training that is presented in that format. Are there any of the following training formats that you dislike? You may check as many as you wish.
   a.   0   Face-to-face lecture
   b.   3 (12%)   Face-to-face interactive training (small group work, etc.)
   c.   0   Face-to-face hands-on training (software training in a computer lab, etc.)
   d.   4 (12%)   Web-based training
   e.   2 (8%)   Teleconferences
   f.   8 (32%)   Video training
   g.   0   Other

8. We each have different needs and expectations when we attend workshops and continuing education programs. Review the list below and indicate how important each of the items on

the list is to you on a scale of 1 (very important) to 5 (very unimportant). Check only one rank per need/expectation.

	1	2	3	4	5	NA
a. Topical information about new or changed national or state laws, budgets, etc.	4 (16%)	8 (32%)	6 (24%)	4 (16%)	3 (12%)	0
b. Information about new technologies; both hardware and software	13 (52%)	9 (36%)	1 (4%)	1 (4%)	1 (4%)	0
c. Information about trends in public libraries	2 (8%)	2 (8%)	9 (36%)	6 (24%)	6 (24%)	0
d. Information about specific programs and services being offered in other libraries	3 (12%)	9 (36%)	9 (36%)	2 (8%)	2 (8%)	0
e. New or improved library skills	8 (32%)	12 (48%)	3 (12%)	1 (4%)	1 (4%)	0
f. New or improved management skills	7 (28%)	9 (36%)	6 (24%)	1 (4%)	1 (4%)	1 (4%)
g. Practical information I can use when I return to my library	17 (68%)	7 (28%)	0	0	1 (4%)	0
h. Materials I can share with others in my library	13 (52%)	6 (24%)	4 (16%)	0	1 (4%)	1 (4%)
i. Information and materials that can be easily adapted to meet the unique conditions in my library	10 (40%)	13 (52%)	1 (4%)	0	1 (4%)	0
j. The opportunity to talk to other librarians in Idaho	7 (28%)	10 (40%)	5 (20%)	2 (8%)	1 (4%)	0
k. Other (List)	0	0	0	0	0	0

9. How far are you willing to drive for a program that is of <u>moderate interest</u> to you?
   a.   7 (28%)   30 minutes
   b. 13 (52%)   1 hour
   c.   2 (8%)   1.5 hours
   d.   3 (12%)   2 hours
   e.   0   2.5 hours
   f.   0   3 hours
   g.   0   More than 3 hours

10. How far are you willing to drive for a program that is <u>extremely interesting</u> to you?
   a.   0   30 minutes
   b.   2 (8%)   1 hour
   c.   1 (4%)   1.5 hours
   d.   8 (32%)   2 hours
   e.   1 (4%)   2.5 hours
   f.   2 (8%)   3 hours
   g. 11 (44%)   More than 3 hours

11. The Idaho State Library designs and presents training programs for a variety of library audiences. Do you think that some audiences are more important than others?
    a.   7 (28%)   YES (answer question 11c)
    b.   17 (68%)   NO
          1   (4%)   No answer

    11c. If YES, which of the following audiences do you think should have priority when designing and delivering programs? Check all that apply.
       a. 5   (71%)   School librarians
       b. 7 (100%) Public librarians
       c. 0   Academic librarians
       d. 0   Special librarians
       e. 3   (43%)   Public library trustees
       g. 0   Other (list)

12. Most librarians have a "wish list" of training programs that they would like to attend. List the topics of five training programs you would attend if you could.
    Total number of suggestions = 57
    a.   11 (19%)   Management
    b.   11 (19%)   Technology
    c.   9 (16%)   Cataloging/processing
    d.   7 (12%)   Reference collections and services
    e.   4   (7%)   Personal development training
    f.   3   (5%)   Collection management
    g.   3   (5%)   Partnerships
    h.   3   (5%)   Services and programs
    i.   2   (4%)   Facilities and equipment
    j.   2   (4%)   Trends
    k.   1   (2%)   Advocacy
    l.   1   (2%)   Marketing

13. Use this space for any other comments or suggestions you have about the workshops and continuing education programs provided by the Idaho State Library.

DEMOGRAPHIC DATA

14. Library type
    c.   25   Academic

15. Service population (number of students enrolled in academic institution)
    a.   4 (16%)   0-2,499
    b.   2   (8%)   2,500-4,999
    c.   17 (68%)   10,000-19,999
    d.   1   (4%)   No answer

16. Classification of person completing survey
    a.   4 (16%)   Director
    b.   5 (20%)   Manager other than Director
    c.   8 (32%)   Front-line staff member
    d.   8 (32%)   Other (List)
                   · Technical services staff – 5
                   · Paraprofessional – 2
                   · Electronic resources librarian - 1

IDAHO STATE LIBRARY
CONTINUING EDUCATION SURVEY
RESULTS FROM SPECIAL LIBRARIES = 7

1. In general, how satisfied are you with the workshops and other continuing education programs provided by the Idaho State Library?
    a.   3 (43%)   Very satisfied
    b.   2 (29%)   Somewhat satisfied
    c.   0   Somewhat unsatisfied
    d.   1   Very unsatisfied
    e.   1 (14%)   Have no opinion

2. Did you attend any workshops or continuing education programs presented by the staff from the Idaho State Library during the past year?
    a.   3 (69%)   YES (answer question 2c)
    b.   4 (30%)   NO

    2c. If YES, how would you evaluate the workshops or programs you attended on the following scale?

2 (67%)	0	0	1 (33%)	0	0	0	0	0	0	0
1	2	3	4	5	6	7	8	9	10	NA
Excellent Training				OK Training				Very Poor Training		

3. Did you attend any workshops or continuing education programs presented by staff from groups other than the Idaho State Library (BCR, OCLC Western, online database vendors, etc.)?
    a.   3 (69%)   YES (answer question 3c)
    b.   4 (30%)   NO

    3c. If YES, how would you evaluate the workshops or programs you attended on the following scale?

0	2 (67%)	1 (33%)	0	0	0	0	0	0	0	0
1	2	3	4	5	6	7	8	9	10	NA
Excellent Training				OK Training				Very Poor Training		

4. How do you get your information about workshops and other continuing education programs? Check all that apply:
    a.   3 (43%)   Direct mailings of flyers or other announcements
    b.   4 (57%)   Idaho State Library newsletter
    c.   3 (43%)   E-mail announcements
    d.   4 (57%)   LIBIDAHO
    e.   1 (14%)   Idaho State Library web site (LiLI)
    f.   3 (43%)   Conversations with colleagues
    g.   0   Other (List)

5. There are a variety of factors that may affect your decision to attend a workshop or continuing education program. Circle your ranking for each of the following factors on a scale of 1 (very important) to 5 (very unimportant).

	1	2	3	4	5	NA
a. The topic	7 (100%)	0	0	0	0	0
b. The presenter	0	2 (29%)	3 (43%)	1 (14%)	1 (14%)	0
c. The intended audience for the program	4 (57%)	2 (29%)	1 (14%)	0	0	0
d. The location of the program	5 (71%)	1 (14%)	1 (14%)	0	0	0
e. The cost of the program	2 (29%)	3 (43%)	2 (29%)	0	0	0
f. The length of the program	1 (14%)	3 (43%)	3 (43%)	0	0	0
g. Staff coverage and scheduling in my library	3 (43%)	1 (14%)	2 (29%)	0	1 (14%)	0
h. My boss/board wants me to attend	1 (14%)	2 (29%)	2 (29%)	0	2 (29%)	0
i. My boss/board will not let me attend	2 (29%)	2 (29%)	1 (14%)	0	1 (14%)	1 (14%)
j. Other (List)	0	0	0	0	0	0

6. Training and continuing education programs can be presented in a variety of formats. Which of the following formats do you prefer? You may select as many as you wish.
   a.   2 (29%)   Face-to-face lecture
   b.   6 (86%)   Face-to-face interactive training (small group work, etc.)
   c.   3 (43%)   Face-to-face hands-on training (software training in a computer lab, etc.)
   d.   6 (86%)   Web-based training
   e.   5 (71%)   Teleconferences
   f.   2 (29%)   Video training
   g.   0   Other

7. Sometimes people <u>dislike</u> one or more training formats enough so that they are reluctant to participate in training that is presented in that format. Are there any of the following training formats that you dislike? You may check as many as you wish.
   a.   1 (14%)   Face-to-face lecture
   b.   1 (14%)   Face-to-face interactive training (small group work, etc.)
   c.   0   Face-to-face hands-on training (software training in a computer lab, etc.)
   d.   0   Web-based training
   e.   1 (14%)   Teleconferences
   f.   3 (43%)   Video training
   g.   0   Other (List)

8. We each have different needs and expectations when we attend workshops and continuing education programs. Review the list below and indicate how important each of the items on the list is to you on a scale of 1 (very important) to 5 (very unimportant). Check only one rank per need/expectation.

	1	2	3	4	5	NA
a. Topical information about new or changed national or state laws, budgets, etc.	0	5 (71%)	0	1 (14%)	1 (14%)	0
b. Information about new technologies; both hardware and software	2 (29%)	4 (57%)	1 (14%)	0	0	0
c. Information about trends in public libraries	0	5 (71%)	1 (14%)	1 (14%)	0	0
d. Information about specific programs and services being offered in other libraries	2 (29%)	1 (14%)	3 (43%)	1 (14%)	0	0
e. New or improved library skills	3 (43%)	4 (57%)	0	0	0	0
f. New or improved management skills	3 (43%)	2 (29%)	2 (29%)	0	0	0
g. Practical information I can use when I return to my library	4 (57%)	3 (43%)	0	0	0	0
h. Materials I can share with others in my library	3 (43%)	4 (57%)	0	0	0	0
i. Information and materials that can be easily adapted to meet the unique conditions in my library	4 (57%)	2 (29%)	1 (14%)	0	0	0
j. The opportunity to talk to other librarians in Idaho	4 (57%)	2 (29%)	1 (14%)	0	0	0
k. Other (List)	0	0	0	0	0	0

9. How far are you willing to drive for a program that is of <u>moderate interest</u> to you
   a. 4 (57%)   60 minutes
   b. 1 (14%)   1 hour
   c. 0   1.5 hours
   d. 2 (29%)   2 hours
   e. 0   2.5 hours
   f. 0   3 hours
   g. 0   More than 3 hours

10. How far are you willing to drive for a program that is <u>extremely interesting</u> to you?
   a. 0   30 minutes
   b. 2 (29%)   1 hour
   c. 1 (14%)   1.5 hours
   d. 1 (14%)   2 hours
   e. 0   2.5 hours
   f. 1 (14%)   3 hours
   g. 2 (29%)   More than 3 hours

11. The Idaho State Library designs and presents training programs for a variety of library audiences. Do you think that some audiences are more important than others?

a.   1 (14%)   YES (answer question 11c)
b.   6 (86%)   NO

11c. If YES, which of the following audiences do you think should have priority when designing and delivering programs? Check all that apply.
    a. 0   School librarians
    b. 1 (100%) Public librarians
    c. 0   Academic librarians
    d. 0   Special librarians
    e. 0   Public library trustees
    g. 0   Other (List)

12. Most librarians have a "wish list" of training programs that they would like to attend. List the topics of five training programs you would attend if you could.
Total number of suggestions = 11
    a.   3 (27%)   Management
    b.   2 (18%)   Marketing
    c.   1 (9%)   Cataloging/processing
    d.   1 (9%)   Reference collections and services
    e.   1 (9%)   Services and programs
    f.   1 (9%)   Technology
    g.   1 (9%)   Trends
    h..   1 (9%)   Trustee training

13. Use this space for any other comments or suggestions you have about the workshops and continuing education programs provided by the Idaho State Library.

DEMOGRAPHIC DATA

14. Library type
    d.   7 Special libraries

15. Service population (number of people employed in the organization)
    a.   3 (43%)   0-999
    b.   3 (43%)   1,000-1,999
    c.   1 (14%)   Over 15,000

16. Classification of person completing survey
    a.   0   Director
    b.   3 (43%)   Manager other than Director
    c.   2 (29%)   Front-line staff member
    d.   2 (29%)   Other (List)
                       · Librarian – 1
                       · Trustee – 1

IDAHO STATE LIBRARY
CONTINUING EDUCATION SURVEY

RESULTS FROM SCHOOL/PUBLIC LIBRARIES= 6

1. In general, how satisfied are you with the workshops and other continuing education programs provided by the Idaho State Library?
   a.   5 (83%)   Very satisfied
   b.   1 (17%)   Somewhat satisfied
   c.   0   Somewhat unsatisfied
   d.   0   Very unsatisfied
   e.   0   Have no opinion

2. Did you attend any workshops or continuing education programs presented by the staff from the Idaho State Library during the past year?
   a.   5 (83%)   YES (answer question 2c)
   b.   1 (17%)   NO

   2c. If YES, how would you evaluate the workshops or programs you attended on the following scale?

0	2 (40%)	2 (40%)	1 (20%)	0	0	0	0	0	0	0
1	2	3	4	5	6	7	8	9	10	NA

   Excellent Training   OK Training   Very Poor Training

3. Did you attend any workshops or continuing education programs presented by staff from groups other than the Idaho State Library (BCR, OCLC Western, online database vendors, etc.)?
   a.   5 (83%)   YES (answer question 3c)
   b.   1 (17%)   NO

   3c. If YES, how would you evaluate the workshops or programs you attended on the following scale?

0	1 (20%)	3 (60%)	0	1 (20%)	0	0	0	0	0	0
1	2	3	4	5	6	7	8	9	10	NA

   Excellent Training   OK Training   Very Poor Training

4. How do you get your information about workshops and other continuing education programs? Check all that apply:
   a.   6 (100%)   Direct mailings of flyers or other announcements
   b.   4 (66%)   Idaho State Library newsletter
   c.   4 (66%)   E-mail announcements
   d.   6 (100%)   LIBIDAHO
   e.   2 (33%)   Idaho State Library web site (LiLI)
   f.   3 (50%)   Conversations with colleagues
   g.   0   Other (List)

5. There are a variety of factors that may affect your decision to attend a workshop or continuing education program. Circle your ranking for each of the following factors on a scale of 1 (very important) to 5 (very unimportant).

	1	2	3	4	5	NA
a. The topic	4 (67%)	2 (33%)	0	0	0	0
b. The presenter	0	1 (17%)	4 (67%)	0	1 (17%)	0
c. The intended audience for the program	0	5 (83%)	0	0	0	1 (17%)
d. The location of the program	4 (67%)	2 (33%)	0	0	0	0
e. The cost of the program	1 (17%)	2 (33%)	3 (50%)	0	0	0
f. The length of the program	1 (17%)	2 (33%)	2 (33%)	1 (17%)	0	0
g. Staff coverage and scheduling in my library	3	2 (33%)	0	1 (17%)	0	0
h. My boss/board wants me to attend	1 (17%)	4 (67%)	0	0	0	1 (17%)
i. My boss/board will not let me attend	0	2 (33%)	0	0	4 (67%)	0
j. Other (List) · Days of the week - 1	0	1 (17%)	0	0	0	

6. Training and continuing education programs can be presented in a variety of formats. Which of the following formats do you prefer? You may select as many as you wish.
   a. 4 (67%) Face-to-face lecture
   b. 3 (50%) Face-to-face interactive training (small group work, etc.)
   c. 5 (83%) Face-to-face hands-on training (software training in a computer lab, etc.)
   d. 1 (17%) Web-based training
   e. 1 (17%) Teleconferences
   f. 2 (33%) Video training
   g. 0   Other

7. Sometimes people <u>dislike</u> one or more training formats enough so that they are reluctant to participate in training that is presented in that format. Are there any of the following training formats that you dislike? You may check as many as you wish.
   a. 0   Face-to-face lecture
   b. 1 (17%) Face-to-face interactive training (small group work, etc.)
   c. 0   Face-to-face hands-on training (software training in a computer lab, etc.)
   d. 1 (17%) Web-based training
   e. 1 (17%) Teleconferences
   f. 0   Video training
   g. 2 (33%) Other
                 · Telephone – 1
                 · Role playing - 1

8. We each have different needs and expectations when we attend workshops and continuing education programs. Review the list below and indicate how important each of the items on the list is to you on a scale of 1 (very important) to 5 (very unimportant). Check only one rank per need/expectation.

	1	2	3	4	5	NA
a. Topical information about new or changed national or state laws, budgets, etc.	0	2 (33%)	3 (50%)	1 (17%)	0	0
b. Information about new technologies; both hardware and software	3 (50%)	2 (33%)	1 (17%)	0	0	0
c. Information about trends in public libraries	1 (17%)	3 (50%)	2 (33%)	0	0	0
d. Information about specific programs and services being offered in other libraries	0	4 (67%)	2 (33%)	0	0	0
e. New or improved library skills	2 (33%)	4 (67%)	0	0	0	0
f. New or improved management skills	1 (17%)	4 (67%)	1 (17%)	0	0	0
g. Practical information I can use when I return to my library	4 (67%)	2 (33%)	0	0	0	0
h. Materials I can share with others in my library	3 (50%)	3 (50%)	0	0	0	0
i. Information and materials that can be easily adapted to meet the unique conditions in my library	2 (33%)	4 (67%)	0	0	0	0
j. The opportunity to talk to other librarians in Idaho	2 (33%)	3 (50%)	1 (17%)	0	0	0
k. Other (List)	0	0	0	0	0	0

9. How far are you willing to drive for a program that is of <u>moderate interest</u> to you?
   a.   0   30 minutes
   b.   4 (67%)   1 hour
   c.   2 (33%)   1.5 hours
   d.   0   2 hours
   e.   0   2.5 hours
   f.   0   3 hours
   g.   0   More than 3 hours

10. How far are you willing to drive for a program that is <u>extremely interesting</u> to you?
   a.   0   30 minutes
   b.   0   1 hour
   c.   0   1.5 hours
   d.   1 (17%)   2 hours
   e.   2 (33%)   2.5 hours
   f.   2 (33%)   3 hours
   g.   1 (17%)   More than 3 hours

11. The Idaho State Library designs and presents training programs for a variety of library audiences. Do you think that some audiences are more important than others?

a.   2 (33%)   YES (answer question 11c)
b.   2 (33%)   NO
     2 (33%)   No answer

11c. If YES, which of the following audiences do you think should have priority when designing and delivering programs? Check all that apply.
   a. 2 (100%) School librarians
   b. 2 (100%) Public librarians
   c. 0   Academic librarians
   d. 0   Special librarians
   e. 2 (100%) Public library trustees
   g. 0   Other (list)

12. Most librarians have a "wish list" of training programs that they would like to attend. List the topics of five training programs you would attend if you could.
    Total number of suggestions = 10
   a.   4 (40%)   Technology
   b.   1 (10%)   Advocacy
   c.   1 (10%)   Cataloging/processing
   d.   1 (10%)   Facilities and equipment
   e.   1 (10%)   Management
   g.   1 (10%)   Reference collections and services
   g.   1 (10%)   Services and programs

13. Use this space for any other comments or suggestions you have about the workshops and continuing education programs provided by the Idaho State Library.

DEMOGRAPHIC DATA

14. Library type
   e.   6   School/public libraries

15. Service population (the number of students enrolled in the school district)
   a.   3 (50%)   Under 500
   b.   1 (17%)   Over 5,000
   c.   2 (33%)   No answer

16. Classification of person completing survey
   a.   4 (66%)   Director
   b.   0   Manager other than Director
   c.   2 (33%)   Front-line staff member
   d.   0   Other (List)

APPENDIX B: DETAILED RESPONSES TO OPEN-ENDED QUESTIONS

CE WISH LIST CATEGORIES AND SUB-CATEGORIES

1. Advocacy/Political Skills

2. Cataloging/processing
     Authority control
     Book repair
     MARC records

3. Collection management
     Best of the best books
     Emerging formats
     Intellectual freedom
     Online collection management
     Weeding

4. Facilities and equipment
     Ergonomics
     Maintenance

5. Management issues
     Budgeting/Financing Public Libraries
     Evaluation tools
     Fund-raising
     Improving the library work environment
     Insurance
     Laws
     Personnel issues
     Planning
     Policies
     Process improvement
     Small public libraries
     Standards
     Statistics
     Support services
     Teams
     Train-the-trainer

6. Marketing
     Book promotion for all grades
     Displays
     Getting students into library
     Merchandizing
     Public relations

7. Partnerships
     Benefits of consortia

      Connecting schools with the public sector
      Districting
      Friends of libraries
      Working with not-for-profits
      Working with city governments

8. Personal Development Training
      Communications
      Customer service
      Presentation techniques
      Productivity
      Project management
      Stress management
      Time management
      Understanding diversity

9. Reference collections and services
      Electronic
      Genealogy
      Interlibrary loan
      Legal research and reference
      Print
      Resource sharing
      Using databases effectively
      Virtual reference

10. School library issues
      Basic training for elementary and middle school librarians
      Collaborating with teachers
      Curriculum support
      How I run my middle-school library good
      Information Power implementation strategies
      Maintaining equipment
      Managing school libraries
      Motivating children to read
      New ideas for managing students
      Plagiarism in high school and college
      Library-based reading score enhancement programs
      School library standards
      Teaching basic library skills

11. Services and programs
      Adults
      Author programs
      Children
      Genealogy
      Information literacy
      Latino outreach

Library instructor
Literacy
Program development
Reader's advisory
Special needs
Teens

12. Summer Institute

13. Technology
Automation
Hands-on
Integrating new technologies
Intranets in schools
LiLI – state library databases
Network administration
New software
Public access computer issues
Train-the-trainer skills building
Web site development

14. Trends

15. Trustee training

GENERAL COMMENTS

Public Libraries

I always come away with ideas, sometimes a little overwhelmed but I am new so I try to take advantage of any training offered. Thanks.

ABLE is wonderful. I think all Librarians should have to take these courses. Wish that we could have a continuing education with credit. I cannot get my MLS as I work year round and cannot handle correspondence courses.

As many or most of Idaho's libraries stretch every dollar available in their budgets, staff continuing education would be looked at as a luxury rather than a necessity. The quality of training available through the Idaho State Library is wonderful. Without what is available through you, we would be woefully poorly trained as a whole and untrained in the small, rural librarys I'm afraid. Thank you for all you do.

Continuing Education programs have been a major life-line for our library. From advocacy to board training, Summer Institute to monthly topics, our library has been given a wealth of guidance and information from ISL Continuing Education Programs. Many thanks to the State Librarians who spend countless hours of preparaton, traveling, teaching and training. Credited courses for undergraduates to work on to graduate as credited Librarians.

Every training event that ISL provides has been top notch and extremely beneficial for library operations and staff development. Thanks.

Great on line survey, well done Marj and everyone!

I always like information on managing the library as well as employees. Also customer service for me and my staff. I don't remember attending any ISL presented workshop that hasn't been worth my while. You are a great asset and help to me in my job.

I DID ATTEND A COUPLE COMPUTER WORKSHOPS SPONSORED BY SOME COMPUTER COMPANY AND IT WAS A WASTE OF TIME, A LOT OF TIME. I THINK THEY HAD GOOD INTENTIONS BUT DID NOT HAVE FULLY TRAINED PEOPLE. TOO BAD

I have always been very pleased with any training that I have received at State Library sponsored programs

I have enjoyed and benefited by the online classes. Often they serve as a review and reminder of things I've not thought about day to day. Thanks!

I have really appreciated the continuing ed. programs that I have attended and thank the ISL staff for the great work that has been done to help us. I wish I could attend more often and remember better what I have learned!! Maybe that could be a workshop -- improving the memory!!!

I have taken advantage of the Idaho State workshops whenever possible. I have no other formal library background and to be able to learn more about library resources futhers what I am able to achieve in and for the community.

I have trouble getting to early morning meetings. I would like to attend something closer to Nampa if possible but particularly something that met evenings or afternoons. I guess I'm looking for the summer classes but not in a live-in situation, perhaps afternoons, evenings, or Saturdays (not early!) I know the state library staff is working with limited resources, and this seems to have influenced the number of workshops available over the years. Good luck in doing what you can with the resources available!

I love the way you train...great handouts that you actually follow when you are talking! You always let us speak our minds, too! I usually come away wishing we could spend more time on the subject.

I really appreciate all that you do. Especially Gina.

I really like the ABLE and SABLE programs. It would be nice if our board and our library gave more than lip service to CE for non-professional staff. I think State Library has set a pretty high standard for library CE statewide, and I hope that you are in a position to continue.

I think ISL does a tremendous job. I appreciate your working to inform, enlighten, educate, and entertain library workers throughout the state. I wish I were in the position to insist that library board members became members of ILA and attended ISL trainings.

I think you are doing a great job with limited resources!

I think you are doing great. I would like access to more accredited programs in the library field.

I would like to commend the coordinators and staff of the Read-to-Me program for the continual support of emergent litearcy and the training and network opportunities they have developed and maintained in Idaho. Please continue with this valuable service.

I'm too new to my current job to respond to question #12.

ISL has consistently provided excellent opportunities for networking and professional development. Thank you and I hope that can continue.

ISL programs are the best I have attended in years, overall they are better than any other State agency or organization. Keep up the great work

I've learned a lot from all that I've attended and done online. Thanks!

Keep up the good work, Marj! CKB

Please try to keep the summer institutes going. They have helped our staff so much in the past. Even if you have to shorten them to three days.
So far, very good!!!

Some workshops could have pre-requisite requirements so the audience is on the same level, or two-part training: beginners in the morning, advanced in the afternoon, etc. Sometimes college students might make good presenters for technology - I have attended workshops with some very dry and boring technology presenters & have come away feeling like my time was wasted. Thanks for asking for our input.

Sorry - I'm too new at this to know. I need to learn a lot about a lot of things, but will have to pick it up here and there as time allows.

Thank you - small libraries with limited budgets would be in a real pickle without ISL trainings

The BCR training sessions I have attended have been wonderful, informative and extremely helpful. Other vendor's training sessions have also been good. The sessions I've attended that were presented by ISL staff were well presented by an articulate and enthusiastic trainer but the topics (customer service, telephone etiquette...) seemed somewhat redundant. Perhaps those topics could be aimed at library department managers who could pass on the information to individual staff members on an as needed basis.

The conferences are very well planned & thought out but we often do not get notice of upcoming conferences or workshops early enough to plan coverage in the library.

The programs and presentations are excellent. I have been very pleased with everything I have attended. I also recommend people attend conferences and some non-library programs to gain additional insights.

The State Library programs are great.....we just need more of them. They have been on the slim side since Gard's illnes and death. I know Marge will do a great job! Send her on the road! While we love the computer lab at ISU, parking in the next county is so very inconvenient, I suggest we look elsewhere for training sites. Some of the local libraries have laptop labs they could bring to put together with the one owned by that state. We like travelling arouno to see other libraries in our areas also.

The workshops and continuing education programs are so important and our library has gained so much because of them. Thank you.

The workshops I have attended have been quite good, but perhaps there could be more in the rural areas that are more than 2 hours from any of the big towns or universities.

The workshops offered by the ISL have always been of the highest quality both in presentation and subject matter. The ISL staff has set an extremely high standard for training---one I have not seen met by any other organization. Attending any ISL workshop has always been a high priority for our administrative staff. Travel, staff coverage, and their related costs are often an issue when we are considering sending branch staff.

To keep offering beginning classes for new staff eager to learn their responsibilities and how to communicate with the communities needs. There are a lot of needs to be met, always need ideas to accomplish this. First hand exposure to programs and how to implement them across age groups.

Virtually all of my library training has been through workshops, ABLE courses online and ISL programs. Can't thank you enough for that!

When I first became a trustee I attended every workshop offered by the state(in my area). It gave me a great base and understanding. Now I find I would like more specific skills, techniques, and especially motivational information to become more effective. Thank you all for your terrific help and support.

You all have done a really great job in providing training. Thanks!
You guys do a good job especially with your decreasing finances! :-)

School Libraries

All-in-all, I have learned a lot from continuing ed programs in Idaho. The Summer Institutes have been helpful as have workshops. Thank you for your hard work at ISL.

Although I have been a librarian for 7 years, I still enjoy attending workshops that talk about the nitty gritty of making a library run smoothly. I like learning ways to make collection development and weeding better, as well as learning about the other general areas that make me better. I would also like to see more on how to do collaborative activities and how to get teachers more involved with that.

As a hands-on learner, I really would have liked to have the Big Chalk training in a computer lab, where she could have talked me through the lesson. I felt the presenter was too tired or bored and did not do well. Sorry! But I liked the fact it was free!!

Can we write a grant where ISL and the Boise District work on these Information Access standards and End of Course tests together. Once the curriculum areas realize how much information access skill work can be done in libraries, we will be more able to blend curriculum with library assignments. We would then be a model for other districts and could go out and teach them.

Credit for school librarians in the programs you offer, for re-certification.

Driving time to workshops: bad weather, I probably would not go. Summer, I will drive 3 or more hours. During he school year, the workshop would have have bells and whistles for me to drive more than 2 hours. As a Middleton Sch Dist employee, I get 3 professioanl days.

Enjoyed and learn much from all I have attended!!!

I am new enough that I depend upon the conferences and workshops to indicate what are the areas that I need to know about.

I am often very interested in workshops that are designed for Public librarians, because I provide materials for parents and home-school students as well as for my school students. It would be nice to be able to participate in those activities too.

I am very satisfied with the ISL and appreciate the work you have done with LiLI-databases very much. We could not survive without that added support for our curriculum. I appreicate the service that the ISL offers. I like to attend to learn more for my job. I enjoy anything that has to do with Elementary Library. If the class is to far away the District will not approve mileage or gas. The last class was so awesome. We all shared the gas cost. For us it was 2.5 hours away. I appreciate the in-depth program G. Hanks put together on-line. I almost have it finished. Time is the factor for myself.

I collaborate quite a lot with other school districts and public librarians as much as possible to help their programs as well as mine. I am surrounded by three public libraries and two other school districts with whom I try to make and keep connections. I very much appreciate the state library's workshops and continuing education programs. I have benefitted so much from them and am delighted that our state gives us these opportunities to grow and remain connected. The materials are always excellent and the presenters as good as any I have heard from professionals in other professional training seminars. Connecting with and sharing among the libraries and librarians has been extremely edifying and encouraging. THANK YOU!
I have attended ISL workshops and have taken a couple of the e-courses for school library aides. I have enjoyed them all.

I have been doing the ABLE web-training and have found that to be very helpful.

I really appreciated the database trainings held recently in Burley. The City Hall facility was wonderful, and Julie did a great job hostessing the event. Thank you for scheduling it in Burley!

It would really help school librarians if we could take the workshops for credit. Most of us have taken all the classes our acedemic schools offer, but we still need to recertify.

Most of the conituing educatjion has been very helpful. Thank you for allowing input.

My school does not let me take the time off nor do they provide any funds for workshops.

Now that Middle School and Elementary librarians in the State of Idaho no longer have to be certified teachers, much training is needed in order for these persons to somewhat adequately serve the students in the State of Idaho.

Programs are always well planned and conducted by efficient, well-informed people. I have been to a couple that were a little less than stimulating, but frequently it was the nature of the beast. Most of those were several years ago when lecture was the dominant format. I'm proud of the work the State Library does for us! Keep up the good work.

Thank you for all you do! The summer institutes have been most valuable and appreciated. I'm not allowed time off anymore to go to conferences, but the summer institutes are still open to me. THANKS!

The possibility of getting college credits for attending programs for school librarian re-certification.

The teleconferences are not given to practical information and are too long. Hands on, especially computer use, is important.

The workshop I attended a few months ago in post falls designed for school librarians was awesome. It was great (and motivating) to hear how other folks are running successful library programs. Many schools in my district are just doing open library, but I love having classes in every week, and love hearing what others are doing to keep classes fun. Thanks for this wonderful program.

This is not either of the above, but is there someway to establish a listserv for just school libraries? I believe that such a vehicle would allow for much more communication between these libraries. Our issues and concerns are

often different from those reflected on LIBIHADO. As someone in the north of Idaho in a small school, I would appreciate much more contined communication with other school library areas of the state. We are not always able to attend conferences in the south due to TIME and COST. I am considering applying for the "Improving Library Services C3" in July.

We don't have enough staff for me to travel very far for training or very often. I appreciate all you are doing under some very difficult circumstances. I often use you folks as a "hotline" for a variety of questions. You are wonderful.

While question 11 asks if I think some audiences are more important than others (I answered no), it appears that some of the summer institutes, etc. are more suited to public librarians or library assistants.

Academic Libraries

I have been looking for workshops specifically on cataloging issues and have had to travel out of state to find any. It would be nice to have something offered locally.

I'd love to participate in ILA, but the presentations don't seem to be geared to the academic community. If some of the OCLC training sessions could be included as part of the conference presentation, that would be great. Currently I've gone as far away as Spokane and Pullman to receive training on the MARC holdings format and Connexions. If similar workshops could be presented locally, it would save libraries much needed money and incease the number of staff members trained.

In general, I've liked what I've been to.

Since most of us with MLS degrees don't have the funds to attend national conferences any longer, the training at the State level has become more important. LCSC has no travel budget, so attending meetings in Boise is a financial hardship. I would like to see programs offered every once in a while that are designed for those of us who have 10+ years of professional library experience.

The web design program was excellent. But in our library NONE of the people who desperately need to see it saw it, nor even know they need it! Programs need to be highly professional and fast paced, with good materials, designed to be easily re-used, and compact (so as to not waste paper in their dissemination . Anything that is chatty and casual feels like a waste of time, when work needs to get done.

Special Libraries

Almost all of the programs I have seen listed are either for public or school libraries or basic entry level type workshops. I have 25 years experience in special libraries and would really rather learn about management issues, new technologies that could be applied in any library setting, etc.

Would be nice to have a few more activities in the Northern part of the State.

School-Public Libraries

Over the years, I have attended numerous workshops presented by the State Library, and I have always found them well organized and pertinent. Keep up the good work.

APPENDIX C: FOCUS GROUP REPORTS

IDAHO FALLS FOCUS GROUP
5/12/03 - AM

1. How are library services and programs changing?

- The trend is away from books and information and toward a center for recreation in public libraries.

- More and more university access is from off-site.

- More people are using electronic tools and they don't have the skills they need to use them well.

- There is an ever-increasing use of electronic resources for reference purposes but not for recreational reading. E-books were not a big hit.

- Print reference is dead.

- As schools crunch dollars and reduce outreach services, families expect public libraries to provide those educational opportunities; e.g. adult computer training.

- The school emphasis on standards and testing takes funding from libraries and turns libraries into testing sites (the speaker's media center was used as a testing site 1/3 of the time).

- There are no state standards or requirements for school libraries and therefore no impetus for boards to provide funding for them.

- The NW school accreditation process has significantly reduced the requirements for school libraries.

- The use of distance education is increasing at the university level and may be available at the high school level. Distance learners expect support from their public libraries.

- There are an increasing number of home schoolers who use the library for curriculum support.

- The tax base for libraries is shrinking and libraries (especially public libraries) need to look for alternative sources of funding. Libraries also need to clarify their missions – they can't do everything for everyone.

2. What do you expect library services to look like in five years?

- Academic libraries that support distance learning won't change much – they are already primarily electronic.

- Universities will still emphasize printed materials

- More publishing will move to the Internet.

- Reference services will move from answering people's questions to teaching people to find their own answers.

- People who live in small rural communities are consumers of distance learning and they will expect the library to provide better support for their coursework.
- There needs to better coordination among staff in public, academic, and school libraries, and – even more importantly, between teacher/professors and library staff.
- The new educational standards and testing models will force teachers to use the same group of resources, which will make providing support easier.
- LiLI is already helping to standardize information resources.
- Libraries are going to have to be prepared to teach remote users of all ages.
- Funding for all types of libraries will come more from the state level (we hope).
- Public libraries should consider looking at district- or county-wide services rather than city services.
- We need statewide reciprocal borrowing.
- Public library collections are becoming more recreational and less academic.
- Collections are becoming more bi-lingual.
- We are all more aware of ADA concerns and working to provide broader access to people with disabilities.
- Public libraries will need more kinds of specialized materials – large print, etc.
- Media is a carrot to encourage young families to come to the library. If they come they may even check out books and read to their kids.
- Media is becoming a much larger part of our collections. Gen-Xers prefer media to print.

3. What skills will be needed to deal with new or changed services?

- A lot of librarians are very poor teachers. We want to do it for the users, not help them to it for themselves.
- Librarians are often afraid to make presentations to groups.
- Librarians are often more comfortable when they are acting as the "expert." People want to learn how to do things for themselves.
- Staff need teaching skills and they need an attitude adjustment.
- Many librarians have an elitist attitude about "good literature" and the greater value of non-fiction items.

- Most librarians are older. There is a wave of new people coming to the library who are different than our traditional users.

- We need more cross-training. Staff need to develop generalist skills. This is true for any small library with limited staff.

- We need human skills:
  - Communication skills
  - Conflict resolution skills
  - Organizational skills
  - Marketing and sales skills so that we can do better outreach
  - Improved work ethic (people who are prompt, consistent, and follow-through)

- We need management skills:
  - Human resources, personnel
  - Financial skills, particularly budgeting
  - Conflict resolution
  - Working with volunteers
  - Space planning and reallocation

- We need library skills:
  - We don't need in-depth cataloging skills, but we need a general understanding of cataloging
  - Book selection is easier because we are responding more to client demand and vendors provide more support
  - Need hardware and software skills; we need to stay current
  - We need to maintain and expand our research skills
  - Book processing
  - Materials' repair – print and non-print

- Other skills:
  - HTML skills – webmaster skills
  - All staff need to understand how the Web works and how to develop effective Web content
  - Merchandizing
  - Networking (this is supported by all of the human skills above)

4. How will you and your staff get the skills they need?

- The state library provides training.

- Workshops are good because they are scheduled outside the building and we have to actually go.

- Web-based training is to be done "as time allows" and it hardly ever does.

- Multiple delivery methods are good.

- ILA provides good training.

- In-house training is important too.

- State teleconferences would be better than national teleconferences. They would be more focused on our needs.

5. What are the barriers that keep staff from getting the CE they need?

- School librarians do not understand the need to be involved in programs provided by the state library. They identify with schools more than libraries.

- We all have time constraints.

- In small libraries, if we leave we have to close or find someone else to cover.

- Trustees need training. They have to make accommodations for us to attend training and they don't always understand that it is important.

- Trustees need training too, but they don't want to go. Maybe it should be required.

- Sometimes people don't attend because the topic doesn't apply or they don't like the topic.

- "Just in time" training would be great but it is hard to do. Might use the Web or peer training.

- The term "training" implies specific skills building. Prefer the term "staff development" which is more generic.

- Whatever it is called the target audience and the outcomes of any training program need to be clearly defined.

POCATELLO FOCUS GROUP
5/12/03 - PM

1. How are library services and programs changing?

- Patrons are more demanding.

- We have an increasing number of problem patrons.

- Academic libraries are seeing lots more remote access.

- Patrons are more technically sophisticated.

- Patrons are more diverse, both in terms of language and ethnicity.

- We live in a more media-based society.

- Some of the public questions the need for traditional library services.

- The senior citizen population is growing rapidly.

- Retrieval tools are changing. Now when we find a citation it is usually linked to the full-text.

- The economy is bad and money for library services is getting tight.

- The profession is graying. We are looking at lots of retirements.

- MLS programs are declining and it is harder to find replacement librarians.

- Staff resist changes.

- Libraries have become social service agencies. We provide story hours and after school programs for low-income children.

- School libraries are serving students who traditionally would not have used the library. These new users want to use the technology, not the print resources.

- Libraries are dealing with privacy issues and filtering problems on the Net.

- Nature of information is changing.

- People have shorter attention spans than they used to.

- We are serving a lot more home schoolers and they have different needs and expectations from public libraries.

2. What do you expect library services to look like in five years?

- One of our libraries has a drive-through window.

- We are receiving an increasing number of email requests.

- More patron-based holds and renewals.

- Internet chat capabilities will allow us to provide different types of services via the Web. Some places are providing reference service this way.

- Collections will change:

    · Access to electronic resources is becoming more seamless.

    · We are including more Spanish language materials and will have to continue to be responsive to changes in our populations.

    · A growing percentage of the collection will be media items.

    · We are dealing with format creep – formats keep changing and it is hard to keep up with the changes.

    · Significant information on older formats is being lost.

- Reference services will change:

    · Kids won't look in books. They only want electronic resources.

    · Patrons are getting better at looking things up. They want to do it themselves.

    · Library staff will need to anticipate people's needs and recognize that people are getting information differently than they used to.

- We will be doing a lot more homebound services

- We may be able to provide interactive children's programs via the Web.

- Print will not be dead. There is still a lot of growth.

- School libraries are going to become more of an extension of public libraries. They will need to offer extended hours and extended collections.

3. What skills will be needed to deal with new or changed services?

- We need technology skills:

    · Troubleshooting hardware

    · Keep up with new technologies

    · Provide staff training in new technologies and softwares

    · Software training in productivity software, desktop publishing, statistics package, etc.

- Important to recognize the need for lifelong learning. We need to learn continually and we know how to help others learn.

- We need to become experts on evaluating online databases and we need to know about budgeting for them. We need to learn how to decide if they are worth the money. How do we judge value versus use.

- We need some print backup for our electronic resource and we need help in deciding how much. Again it is a matter of learning how to value versus use.

- We need to know how to educate our governing boards. That will take sales skills.

- Librarians need political skills to deal effectively with elected officials. We need to deal with elected officials in ways that they understand.

- We need management skills:

  · Personnel and HR

  · Facilities design and redesign

  · Financial stuff

- Communication skills:

  · Dealing with difficult patrons

  · Conflict resolution

- HTML and web design skills

- Time management and organization training. We need to learn to use technology tools to improve productivity. See the first item in this section.

- Space utilization.

- Copyright.

- Technology showcases to allow us to try new hardware and software.

- Change and stress management training.

4. **How will you and your staff get the skills they need? What are the barriers that keep staff from getting the CE they need? (this group addressed both questions together.)**

- We don't have enough staff and so we can't send people to training. Possible solutions include:

  · Close the library to allow staff to attend training

  · Libraries can cut hours to allow for training

  · We can cross-train staff so that one person can cover two jobs

- Some staff prefer to leave the library for training.

- Improved CD or web-based training could be helpful in small libraries.

- Training programs need to be scheduled close to the libraries from which staff will be attending.

- Be careful about scheduling. Can't schedule in winter because of weather. Can't schedule public library training in the summer because of SRP.

- Use the school in-service days in October to provide training for school librarians.

- Provide CPUs or credits. This will be particularly useful for school library staff.

- What we want is one-on-one training when and where we need it – "just-in-time" training.

- Provide some training by peer experts. Provide peer experts to answer questions.

- Post training handouts on the Web after the program. Set up listservs so that training attendees can discuss training after the program.

- We need to have the support of library boards. They don't know why we need training and they don't support us when we want to get training.

- Designing and delivering effective training for boards is hard to do.

- Libraries need access to equipment that will make in-service training easier – LCD projectors, laptops, etc.

- Keep the Summer Institute!!!

- Keep us informed about the changes in laws and/or deadlines.

TWIN FALLS FOCUS GROUP
5/13/03 - PM

1. How are library services and programs changing?

- In schools kids only want to use the Internet; they don't want to look at books.

- There is a public perception that books will be a thing of the past.

- There are questions about the space needs for libraries.

- I don't think books will ever go away. They are high touch and people respond to them.

- There will be more library consortia and more types of other types of cooperation. It is necessary because funding is limited and therefore other resources are limited as well.

- Funding is pitiful/disgraceful.

- Limited funding makes it difficult to hire and retain people. We pay minimum wage for part-time jobs with no benefits.

- The cost of buying materials keeps increasing but our funding remains static.

- More and more public librarians need to become educators. We provide emergent literacy for young children and computer training for adults.

- Testing requirements are keeping schools from actually teaching.

- My elementary school has done away with the library altogether. That means the public library has to serve that function.

- Youth want more of bookstore atmosphere like Barnes and Noble. So did older people.

- We no longer have patrons, we have customers.

- We are serving a much more diverse client group:
  - Ethnicity
  - Language
  - Economic status

- The library is a destination in itself. We provide a place for kids after school, for seniors to meet, and for transients to hang out.

- Staff is really pressed to provide patrons with help with the computers and to help find materials.

- Frontline staff don't have enough training to do the jobs we need them to do.

- The public is very demanding. They want everything now!
- The public wants everything for nothing.
- The Internet lets people do patron-placed holds, request materials via email, and then they expect drive-through pick-up.
- DVDs and CDs are hard to repair. We get fewer circs from the newer media than from tapes.
- Commuters love books on tape.
- We are trying to serve a segmented public. Because more people want more different types of services we are stretched to meet their demands.
- Users want a looser environment in libraries. They want them to be more user-friendly with fewer rules, food, etc.

2. What do you expect library services to look like in five years?

- We will have a lot more computers. Maybe we will have a separate computer room with a person to provide technical support.
- There will be more bells and whistles on the computers we provide.
- Computers will be more interactive.
- Libraries will be more attuned to peoples' work times. We use virtual services to be more responsive to users at 2:00 am.
- Our collections will become more recreational/entertainment.
- Reference will be mostly online but the public will need experienced reference librarians to find information.
- We will be looking at an increased demand for community referral services; information about local services.
- School librarians (particularly at the elementary level) are an endangered species.
- School library support services are shifting. Students and teachers are using more electronic resources every year.
- Public libraries will be doing more programming for kids and adults; book fairs, author visits, etc.
- More educational programming about community services and how to access them.
- We either need more staff or we need to realign staff to do new tasks.
- We are going to have younger staff with little or no library education.
- Public libraries will be doing more outreach into the community. They will be providing programs outside the library and doing outreach to special audiences.

- We will be using more volunteers.

- Smaller public libraries will develop Friends groups and foundations.

- People are going to expect more plushness from their public libraries; nice décor, art, etc.

- Public libraries will need more space in the future to provide amenities like coffee shops and gift shops.

- As life changes, so will libraries.

- More people with disabilities will be using libraries and we will have to be more ADA compliant.

- We will see a growing disparity in users:

  · Education levels

  · Income levels

3. What skills will be needed to deal with new or changed services?

- We will need to know more about security, about how to create a safe atmosphere for our patrons.

- Security and theft detection systems.

- We need to find ways to get more productivity from our staff.

- Staff need more technical training:

  · Software knowledge

  · Basic understanding of hardware; enough information to troubleshoot

  · Repair media

  · Use office machines other than computers

  · Keyboard skills and an understanding of Windows

  · Networking

- Customer service skills:

  · Dealing with difficult patrons

  · Phone manners

  · Understanding diversity

  · Basic manners/how to be pleasant

  · Communication skills

  · Reference interview skills

  · How to market our products

  · Responsibility/improved work ethic

- Information retrieval skills, particularly using electronic resources.
- Different languages and cultures
- Emerging technologies and formats
- Public speaking skills
- An artistic vision; the skill to make a facility look good.
- Director skills:
  - Time management
  - Vision – rejuvenation for those of us who have been around a long time
  - Personnel laws and Federal guidelines
  - Supervisory skills
  - Communication skills
  - Writing skills
  - Computer skills
  - Marketing/PR
  - Train-the-trainer skills so we can do on-the-job training of staff
  - Business and budgeting
  - Maintenance
- We need the state library to continue to introduce new formats and tell us about emerging issues. The training on consortia is an example.
- We need help in being proactive – ahead of the curve.

4. How will you and your staff get the skills they need?

- The state library provides training.
- We provide on-the-job training for our staff.
- Classes at colleges.
- Workshops presented by a variety of organizations.
- Hire people who have the skills we need.

5. What are the barriers that keep staff from getting the CE they need?

- Time – we don't have any.
- No money to pay the salaries for people who attend training.
- There is staff resistance to change.

- Some staff don't have the basic skills that are needed to build on to develop advanced skills.

- We have lots of part-timers who come and go and don't think the job is worth the investment. In many cases they are going to be with us for such a short time that they aren't worth the investment to the library.

- The political issues make it hard. City councils don't provide enough funding.

- When people go to training we are short-staffed.

- How can we address these barriers:

    · We could consider training an investment and make it a line item in our budget.

    · We could outsource some things to find the time to send staff to training.

    · Educate the commissioners on the value of libraries.

    · We need to educate our boards first.

    · We could use teleconferencing or video; perhaps in the future it will be better – more interactive.

    · Self-paced manuals to be used with on-the-job training.

    · Web-based training.

    · Even if we reduce travel time we still have to pay staff salaries during the training time.

BOISE FOCUS GROUP
5/14/03 - AM

1. How are library services and programs changing?

- Computers are taking so much of the staffs' time. They have to serve as timekeepers and they have to field complaints about sites that other people visit (even though we have filters).

- Patrons have higher and higher expectations, in terms of both speed of response and level of service.

- People want it all – and they want it to be free.

- In school libraries we have the accelerated reading program. Parents want to find the levels of various books. We print big manuals for the public libraries with this information but it goes out-of-date quickly. We need this available online.

- The availability of MARC records has really helped school library staff catalog materials.

- Children are reading fewer books. They use online services or media instead.

- The Internet is a revolutionary tool for reference.

- Staff resists using online reference resources. They always look in print sources first for the answer to a reference question.

- Public libraries are doing more programming and outreach.

- Public libraries are reaching out to kids in schools, grades 6 and up.

- Public library service profiles are expanding. Outreach really means reaching out to new audiences.

- We all have financial problems. We want to increase (or even maintain) our services but our funding is very limited.

- The job of library director has become a lot more complicated. We have to know how to:

  · Be advocates and operate effectively in a political environment

  · Collect and analyze statistics

  · Develop and justify budgets

  · Become visible in our communities

- Our staff are getting older. There are going to be a lot of retirements in the next five – ten years.

- Public libraries are involved in more community partnerships. We are working with a group that supports people with disabilities and they use the library regularly.

- We have seen an increase in the Hispanic population and we don't have the bi-lingual staff to serve them.

- In Boise it isn't just an increase in Spanish-speaking residents. New residents speak many, many languages – 38 different languages in the school that provides services to new immigrants.

- In public libraries our client group is more diverse:

  · Older

  · Multi-lingual

  · People with disabilities

  · From various economic groups

  · With various levels of education

- We are seeing more job seekers and people who need help finding social services.

- Many of our users need help with computer skills.

- Parents are looking for more programs for their kids from the public library.

- The library is the one place in the community where everyone is welcome.

- We are seeing more juvenile crime in our community. We don't see many teens in the library and when we do they bring trouble – they are disruptive and are often using drugs.

- Teens have a lot of energy that we have to work to channel. At Boise P.L. our adult services staff spend a lot of time providing services to kids in grades 7 – 9.

- There is a lot more noise in libraries today than there used to be.

2. What do you expect library services to look like in five years?

- Things are changing so fast that we have to learn so much that it is hard to run the library.

- I'll have a bi-lingual person on staff.

- We will have more bi-lingual materials.

- We will have an automated circulation system.

- In schools we will have access to the materials in other schools and a delivery service to take materials where they are needed.

- In schools we will have up-to-date computers and better Internet access.

- In schools kids will be doing more research on the Internet and make less use of print resources.

- Boise P.L. will have two new branches.

- We'll have a district and be better funded – but then we will need a new building.

- We'll have new staff members with a variety of skills and backgrounds.

- We will be looking for different skills when we hire staff members and we will need ways to verify that applicants really have those skills.

- All of our staff will know about computer hardware and networking.

- There will be a shared technology support person for little libraries.

- Teachers will have in-service training on using the electronic resources in LiLI – taught people other than school library staff.

- Public libraries will be more involved in community partnerships to find revenue for programming.

- The collections will:

  · Include more types of formats

  · Have materials in lots of language (this will affect cataloging and processing)

  · Include fewer print reference materials

  · Include more paperbacks.

  · Include more Christian materials (our collection is already huge)

- Print will stay as an important format but the content will morph. We will be matching the collections to the audience needs and demands.

- Staff will be more skilled at assessing what is available in electronic resources.

- Libraries will offer more amenities – coffee shops, etc.

- Reader's advisory services are going to become more important.

- Online catalogs will look more like Amazon.com

- We will be serving more homebound residents.

- School library staff will need improved weeding skills.

- There will a curriculum for elementary library staff to follow when teaching library skills to students. The curriculum will probably focus on electronic resources.

- There will be more communication between school and public libraries.

- Patron access is going to change. They will access library resources from home and visit the library less frequently.

- E-books will be a bigger part of our collection.

3. What skills will be needed to deal with new or changed services?

- Better computer skills, both with hardware and software.
- Staff will have increased capacity to do reference interview with lots of different types of people who:
  - Speak different languages
  - Have different communication abilities
  - Are different ages.
- Customer service skills – the ability to get along with other people.
- School library staff will need:
  - Better Internet skills
  - Improved ability to use electronic resources.
  - Better communication skills
  - A way to find out what teachers expect (public library staff need this too)
  - Better integration into the curriculum-building process.
- Public library staff will need improved collection development skills and the ability to make better use of vendor services and programs.
- Public speaking skills
- Multi-tasking and productivity skills
- Stress management
- Conflict resolution
- Information on how to handle security issues and possible acts of terrorism.
- In addition to most of the above, managers need:
  - Policy writing skills
  - Increasing ability to interact with the community leaders to build relationships and coalitions
  - Advocacy skills
  - How to recruit staff
  - Communication skills
  - Planning skills
  - Visioning and strategy skills
  - Budgeting (based on the library vision)

4. How will you and your staff get the skills they need?

- The state library provides training.
- Library associations.
- Peer-to-peer training.
- Trainers from other fields.
- Web-based training.
- Vendor training.
- On-the-job training.
- Library schools.
- Hire individuals with specialized skills.

5. What are the barriers that keep staff from getting the CE they need?

- Time
- Money
- Location of training – distance from the library. Training needs to be close or it costs more money.
- Politics: people's attitudes about changes in library services.
- Board issues. We need to educate the board to understand libraries as they are, not as board think they are or think they should be.
- Boards need to support staff training.
- Coverage is a big issue for all us. It may be worse in school libraries but affects all libraries regardless of size or type.
- The intelligence or abilities of some our staff can be a barrier to training. Training depends on what there is to build on.
- Learning opportunities are often out-of-state and we can't go.
- How can we address these barriers:
  - More training for board members
  - More web-based training, which solves time, $, and distance.
  - Better web-based training that provides for interpersonal interactions
  - Our resource sharing group has decided to include training at each meeting
  - Educate our city council members so that they will give us more money

- Build in an expectation at the time you hire people that staff will be expected to grow and learn on the job

- Continue to encourage the state legislature to provide funding for the state library so the state library can keep providing training

- Hold regular staff meetings and use them to provide training

- Keep an open mind about change

- Respond when you are asked to provide input into planning for statewide CE of ILA conferences

- Join and participate in ILA. More members = more money = more training and more clout with the legislature

BOISE FOCUS GROUP
5/14/03 – PM (School librarians only)

1. How are library services and programs changing?

- Technology is much more complex.

- Libraries are more centered around technology.

- Patrons are more used to using technology.

- Staff need to be trained to maintain and use technology.

- I am in charge of all of the computer equipment and I don't feel inept.

- Technology has affected our budgets:

  - Technology costs lots of money

  - There is less money for books

  - Technical support is also expensive

- Technology means that we can provide more services and improve our productivity.

- We need to market our services like Barnes and Nobel does. Libraries should be more welcome and open.

- We are still dealing with the stigma of the grumpy librarian. Kids don't want to come to library.

- We need to do more work on displays.

- We are seeing Web-based delivery of everything.

- The Web and electronic resources mean that we have more to offer:

  - This is good because kids have lots more information from which to select

  - This is bad because kids have to wade through more stuff to make their selections

  - Printer costs are high

  - Kids need more sophisticated skills to evaluate and select information

- I have to deal with teachers differently:

  - New teachers understand the electronic information environment

  - Older teachers don't understand that environment

  - We used to be able to assume that teachers could do research but we can't anymore

- The school curriculum is posted on the Web and therefore we are more aware of the curriculum and more involved in supporting it. This

makes it easier for us to align our programs and services with the curriculum.

- The increased availability of the curriculum limits us, too. Now we have to follow the curriculum.

- I believe that information access in my building is my mission. I maintain the school Web site and have developed an Intranet to deliver information throughout the school.

- Budget cuts have reduced the number of helpers we have.

- We have more students and less help. We have more students and less money for materials.

- In many schools, the media center is closed for a significant number of days for standardized tests. We have the computers that are used for the testing.

- We are spending time helping kids develop basic computer skills, not research skills.

2. What do you expect library services to look like in five years?

- There will be more technology in our libraries.

- There will be more digital stuff.

- We will be using more multi-media equipment and software.

- Students will be creating more multi-media products.

- E-books will be a part of our collection.

- We will have Web-delivered text books. That would require that every child has access to a computer to be able to access digital content.

- We will keep on having to learn something new all of the time.

- We have to stay on the cutting edge.

- I hope books are still a part of our collections.

- I think that kids will become more enthused about the library; partly because of the digital information but also because of books.

- In elementary schools will still be doing a lot with books.

- We have more formats; we will have a continually changing menu of formats.

- We will have to figure out how to store and display all of these new formats.

- One concern is that there is a trend toward not hiring certified librarians in school libraries. They are hiring clerks instead.

- Teachers who are doing research use the computer lab and not the print reference tools.

- The library should be Web-based so that all Web access goes through the library.

- If children have computers at home, I want the school library to be on their computers. I want to provide remote access to resources.

- The school Intranet page is the default home page for all school computers. The home page includes assignment links to both Web resources and print resources.

- The librarian should be the chief information officer.

- Our tools are changing but our mission won't.

- In view of the declining administrative support for certified librarians and the fact that some school libraries are closing, perhaps we should expand our mission.

- We need to let people know what our mission is.

- We need to be indispensable.

3. What skills will be needed to deal with new or changed services?

- Good solid library network of colleagues through the state library.

- We need ongoing training in new stuff:
  - Equipment
  - Databases
  - Web resources
  - Digital stuff

- We need information about today's kids, where they are, what they like, etc.

- We need to be more alert to the culture we are dealing with.

- We need to be more aware of ethnic diversity. There are 31 languages spoken in our school district. We no longer use the term "foreign" language, now it is "world" language.

- We need to identify those of our policies, behaviors, and attitudes that are not customer-centered.

- We need to improve our customer service skills.
  - Library policies
  - Learning what our customers want
  - Improved listening skills: listening to students, administrators, teachers, parents

- We need to know what tools are available.

- We need more technology skills, both hardware and software.

- We need book selection and collection development skills and tools.
- Management skills, both time and resource allocation.
- Staff without teacher's certificates need to know how to teach. They also need to understand the curriculum. These things are necessary to provide credibility.

4. How will you and your staff get the skills they need?

- It is getting harder to get certified:
  - State requirements are foggy.
  - Idaho colleges are dropping school library programs.
  - We can still get training via distance learning
- We learn on-the-job.
- We learn by ourselves by reading journals and books.
- We learn from peer-to-peer relations.
- Credit classes at colleges.
- Workshops provided by:
  - School district
  - State library
  - Local university
- Vendor technical support
- Professional associations
- Local library groups with training or speakers.
- Out-of-state conferences.

5. What are the barriers that keep staff from getting the CE they need?

- Time.
- Isolation.
- Lack of local support groups.
- Resistance to change.
- No money for out-of-state conferences.
- Lack of leadership or models for change.
- How can we address these barriers:
  - Becoming more productive using technology

- Make a choice to invest in technical training and all other kinds of training
- Keep on friendly terms with the school technical person or committee
- Set priorities
- Use staff meetings as training opportunities
- We have district in-service opportunities that could be more productive for school librarians
- Someone has to decide to develop in-service programs for school library staff
- Peer leadership
- Create a local support group

LEWISTON FOCUS GROUP
5/15/03 – AM

1. How are library services and programs changing?

- The public expects more in terms of technology.

- The public want everything right now!

- School administrators think that books are outdated; they think computers provide everything that is necessary.

- There are challenges in the timing in the transitions from one format to another:

  · From video to DVD

  · From print to electronic reference

  · From print to E-books

- It is hard to keep our computers updated.

- It is difficult to keep staff updated on computer hardware and software.

- Patrons expect us (library staff) to know everything about everyone.

- We are expected to fund all of our services with outside funds. People don't want to pay for services but they do expect to receive the services.

- The same funding restrictions apply to school and academic libraries. The first cuts are always in libraries.

- Academic budgets have been slashed but students:

  · Expect longer hours

  · Want wireless

  · Want off-site access (they don't want to come into the library for anything which makes bibliographic instruction difficult)

- Libraries have to compete with fire and police and we don't do a good job. We don't know how to "tell our story."

- Children are exposed to so much media that it is hard to keep them interested in story hour programs.

- Public libraries are competing with other agencies to provide services and programs for kids (e.g. Boys and Girls Clubs).

- Public libraries are serving more distance learners and they require special services:

  · Proctoring of tests

  · Computer assistance

- Public library staff think that we have to respond to <u>all</u> public demands.
- Staff are getting more and more stressed.
  - Staff lack many of the skills they need.
  - Staff are expected to do more with less
  - Some staff are reluctant to change
  - The instability of the library environment is hard for some to cope with
- People are moving to rural areas and expect city amenities.
- Public library users are either more educated or less educated. There are fewer people in the middle.
- More and more people are using the library to access electronic resources. They are using print less.
- In my school, I have decided not to have Internet access in the library. Internet access is only available in the computer lab. Kids use books in my library.
- There is an age drift in staff. They are getting older and it is getting harder to find replacements when they retire.
- We need to be more creative about how we approach staffing.
- Most of the current staff were raised to believe that libraries = information. That is changing and it is hard.

2. What do you expect library services to look like in five years?

- There will be more collaboration among libraries.
- We will need to make decisions about what services and programs to offer locally and what programs and services should be offered regionally.
- We will move toward "just-in-time" collection development and provision of information.
- More adult programming, particularly entertaining stuff. We will become more of a community center.
- We will have a new building adjoining the senior center with a coffee shop.
- More services will be offered outside of the library.
- More technology:
  - Wireless
  - More equipment to check out

- Public libraries will have strong, effective Web sites that are meaningful to their communities.
- More of our services will be provided to off-site users. Libraries will be a conduit.
- Library statistics need to be revised to reflect changing use patterns.
- Virtual reality is going to be used for more than gaming.
- Public libraries will regionalize technology. Different branches will specialize in different things:
  · Amount of access will differ
  · Types of access will differ
  · Levels of staff skills will differ
- Access to information will become easier.
- We will be using a single platform.
- There will be no reference books, or at least far fewer reference books.
- The smallest libraries will have access to lots of electronic information.
- There will be an increasing number of fee-based Web sites.
- The nature of reference collections will change. The collection is moving toward more of a special collection containing out-of-print books and local materials that would be hard to replace.
- Libraries will be open more user-friendly hours.
- Aging population means more outreach to senior centers.
- Aging population also means more large print books and audio books.
- Staff will need more marketing skills.
- We will have smaller periodical collections.
- The non-fiction collection is going to be dramatically reduced.
- Services will be more demand-based.

3. What skills will be needed to deal with new or changed services?

- Strategic planning.
- Marketing.
- Technology, both new hardware and new software.
- Accountability, effective justification for services:
  · Why we offer services
  · To whom we offer services
  · How much money those services cost

- Project management
- How to create a team.
- Political skills:
  - Communication
  - Contacts
  - Understand the real political process
  - How to work with the political process
- Trustee training:
  - Recruitment
  - Orientation
  - Responsibilities, roles, and authority (directors need this too)
  - Political skills
  - Value of the library
  - The difference between management and micromanagement
- Liability issues
  - Safety
  - ADA
  - Family Medical Leave Act (FMLA)
  - Health Information Privacy Act (HIPA)
  - Patriot Act
- Customer Service Skills
  - People skills
  - Communication
  - Ability to teach patrons to use tools
  - Professionalism
  - Ability to recognize/identify what it is that customers want
- Productivity, both efficiency and effectiveness.
- Grantsmanship: find, write, administer.
- Public speaking skills and presentation skills.
- Press relations and information on how to talk to the press.
- How to find the people resources to provide programs and services.
- Cataloging and processing.
- Time management from a library perspective.

- Social service skills; librarians and bartenders hear everything:
    - We need listening skills
    - We need to know when it is appropriate to take action on something we hear and how to take that action
- Humor and how to use it.
- Facility planning.

4. How will you and your staff get the skills they need?

- State library.
- Professional trainers like Carolyn Feller Bowers (storyteller) or Fred Pryor trainers.
- ILA Conferences.
- Peer-to-Peer networking.
- Internet through Web-based training and through informal learning.
- Listservs.
- State agencies other than the state library (e.g. ICRMP)
- Colleges and universities.
- Personal study with books and journals.
- City and county training programs.

5. What are the barriers that keep staff from getting the CE they need?

- Money for registration fees, staff time, mileage, substitutes.
- Time:
    - Coverage
    - Often have to use personal time for training
    - Hard to find time to implement what is learned
- Distance and geographic barriers. We are very isolated.
- Lack of information about training opportunity.
- In some cases, staff lack the basic knowledge base and therefore there is nothing to build on.
- Staff skill levels vary a lot which makes it hard to design training appropriate for everyone.
- Many of us feel that we are in a profession that is not perceived as a profession. We feel underappreciated.

- It is difficult to justify training costs to boards, elected officials, and the public. They just don't know what we do and they don't see why we need training.
- We lack credibility.
- How can we address these barriers:
  - More collaboration, there is power in numbers
  - Support the state library in any way we can as citizens and librarians
  - Take advantage of state library workshops
  - Develop a personal network
  - Market our services more effectively so that elected officials and the public understand what we do
  - Prioritize and START somewhere
  - Persevere
  - Identify common needs among libraries and plan and present cross-type of library training
  - Feel good about yourself; overcome burn out
  - Have a vision for the future of your library

POST FALLS FOCUS GROUP
5/16/03 – AM

1. How are library services and programs changing?

- Reference books are not being used; people just use computers.

- We are shifting from print to electronic resources across the board.

- The most important non-electronic service will be the library as "place," a destination or gathering place for the community.

- Circulation is up because the economy is down.

- Circulation patterns are changing. Fewer people are checking out stacks of books every week, which must mean that more people are checking out materials.

- Media circulation is up and print circulation is down.

- Children are not reading much, they just want to use the Internet.

- There has been a seachange in the way that people see information. The older generation see information as print and the younger generation (under 25ish) see information in an audio-visual fashion.

- Users are more segmented in terms of what they want. People want materials that reinforce their philosophical point of view. They want materials they feel comfortable with.

- Our audiences are consumers. They have choices and they know it and they are more articulate about it.

- Young parents are looking at research about early learning and wanting special library services for their kids.

- People aren't coming out at night. We can't entice them to the library for family programs.

- There are more choices of activities for kids: sports, dance, art, and music. The library used to have less competition.

- Young children don't come to the library like they used to. The older kids that used to come when they were little are in junior high now and they still come but the littler ones don't.

- The demographics of our county are changing. The county is losing jobs and population at the same time that more lower income families are moving in. This means:
  - People want less print
  - People want lots more videos
  - People don't have computers at home and use the library computer to access their email on the Internet

- We are doing more outreach. We are taking materials and services to day care centers and nursing home.

- We are putting a lot of energy into providing remote access via our Web page.

- We are installing wireless access at the library.

- In schools students check Web sites first. It is hard to get them into the library at all.

- A lot of patrons are asking me for information about where things are located. Ten years ago they would have know to go in the library.

- The demographics are relatively stable in some communities, but other communities are seeing more ethnic diversity, particularly more Hispanics.

- There is a difference in how kids are being raised today and that means that we have to deal with them differently. We have a lot of behavior problems with middle school kids.

2. What do you expect library services to look like in five years?

- There will be more computers for public use.

- There will be more DVDs or whatever replaces them.

- Libraries will provide wireless access so that people can use their own computers. There will be a shift from providing hardware to providing services to people with their own equipment.

- E-books will more available.

- At a certain point the archival role of public libraries in keeping materials on shelves will cease and our role in managing electronic information will increase.

- Academic or special libraries will continue to have an archival role.

- Many of reference books and nonfiction titles will be replaced by computers.

- Children's materials will stay in print format.

- Aging baby boomers will still want print.

- Public library staff will be providing more outreach, services off-site.

- Our staff is aging. Where are we going to get replacements?
  - Hard to get a degree, library schools are turning down qualified applicants
  - There aren't any "real" library schools anymore
  - That means there aren't going to be any "real" librarians anymore, just information specialists

- The nature of libraries will change because staff come to us with different training and backgrounds.

- We will have to change the way that we train people to take into account the skills and training they bring to the job.

- Library revenue is currently declining. It is hard to know how much of the decline is driven by the recession and how much by the pervasive use of computers.

- Is the Golden Age of Libraries over?

- In the past taxpayers cut library funding in bad times, but continued to believe in the value of the services provided by libraries. That may not be true in the future. More people are questioning the need for libraries.

- Libraries and schools have much more vocal opposition than they used to and that too will increase. A vocal and savvy minority see us not as bastions of democracy, but as purveyors of porn.

- We will need to market our services more successfully.

- Copyright and control of electronic information will be a larger problem for us in five years.

- The electronic information environment is more susceptible to outside control.

- We may have to spend more time searching for alternate information in whatever format to provide balance for the more controlled information environment we may find ourselves in.

- If librarians find or develop alternative information and we make the access to that information easy, then the public will use it.

- If libraries don't take a larger role in helping to provide balanced information then libraries will be out of business.

- Library staff will become scouts and guides.

- In school, teachers are pre-selecting sites for students to use for their assignments.

- There will have to be stronger links between school and public libraries.

- Library partnerships are going to become very important. We will form partnerships with:
  - Schools and school libraries
  - Home schoolers
  - Civic leaders

- The adult education office may move in next door to the library in my town and they told me one of the attractions of the site was that the library would be close.

3. **What skills will be needed to deal with new or changed services?**

- Technical skills – computer everything.
- Dealing with diversity – how to handle cultural differences in a positive way.
- Better marketing skills/PR.
- Political skills:
  - Assess library strengths and weaknesses
  - Assess your community
  - Learn how politics work – really
  - Learn how to move things through the system
  - Library has to be a player and has to appear to be a winner
  - Understand political risk management
- Management skills:
  - Library planning
  - Personnel and HR
  - Finances and budgeting
  - Team building
- Time management
- How to establish priorities that include training
- School staff will need to include video production and computer editing
- How to develop and manage effective collaborations
- Board training:
  - Need to understand their roles and responsibilities
  - Policy-setting
  - Planning
  - Political skills
- Good customer service skills:
  - How to provide security for staff and patrons
  - How to control and channel the energy flow
  - How to provide a comfortable environment – welcoming, open, relaxed, maybe with a coffee shop

- Still need basic library skills like reference and cataloging. The first priority is for new staff with no library training but this training would also be useful to update current staff.
- We need to keep up with the latest research in children's learning and early childhood education.
- Train-the-trainer skills so we can do on-the-job training with our staff.

4. How will you and your staff get the skills they need?

- From web-based training.
- From workshops provided by a variety of sources including the state library and state, regional, and national associations (ALA, PLA, ILA, PNLA, etc.)
- Local training from other librarians, vendors, or job services.
- Local training in which bring in trainers or participate in training with local partners.
- In-house training provided by staff with special skills.
- Peer-to-peer training; on-the-job training.
- Personal efforts to learn through journals and books.
- Send people to school and classes. Some libraries provide money for staff to help them get their MLS degrees.

5. What are the barriers that keep staff from getting the CE they need?

- Lack of time and money.
- Inertia.
- Resistance to change.
- People are stretched too thin. They are exhausted from everything else they are doing.
- Burn out.
- Technological overload and change burnout.
- Staff may not have the aptitude for computers. They came to their jobs in the library because they love books.
- Sometimes we don't know what we need to know.
- How can we address these barriers:
  - Creative scheduling; set priorities
  - Plan

- Work with boards to be sure that they know the importance of training and that they make training money available

- Emphasize why training is important

- Training needs to be regularly scheduled so that we could know ahead of time what is available and be able to schedule

- Scheduling needs to take into consideration the other demands on the target audience (no children's training in the summer, no manager training at the end of the month with budgeting stuff is heavy)

- Provide training close to home

- Videoconferencing may be an answer, but it should be state specific and production values need to be improved

- We need to have opportunities for networking and sharing

- We also need opportunities for mentoring

- Finally, we need to be able to mix more with staff from other regions

APPENDIX D: KEY INFORMANT INTERVIEW QUESTIONS

KEY INFORMANT INTERVIEW QUESTIONS
DIRECTORS

Name:
Organization:
Date:
Time:
Email:

1. What organizations provide training for librarians in Idaho?

2. How do you get your information about training opportunities?

3. What factors influence your decision to attend a training program?

4. If you have staff, what factors influence your decision to send staff to a training program?

5. What is your overall impression of the training provided by the ISL?
    Probes: topical; focused, builds skills, etc.

6. How do you judge the success of a training program you attended?

7. If you have staff, how do you judge the success of a training program a staff member attended?

8. What one thing would you like ISL to do differently when designing and delivering library training programs?

9. Is there anything else you would like to tell me about the training available for library staff members in Idaho? Specifically about ISL training programs?

10. What CE topics will be important in the next several years?

11. Will you field test the survey? YES

ISL CONSULTANT INTERVIEW QUESTIONS

Name:

1. What are the most important issues that library staff will have to address in the next five years?

2. What skills will staff need to successfully address those issues?

3. How can those skills best be delivered?

4. What are the four things that you think are most important to include in the CE Plan?

5. Anything else you want to tell me?